

National Parent-Teacher

The Official Magazine of the National Congress of Parents and Teachers

OCTOBER

15 CENTS



In This Issue:

AND THE TRUTH SHALL MAKE THEM FREE

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by M. Thomas Tchou • WHAT YOU CAN DO by Ada Hart Arlitt • FOOD—PATRIOT OR
SABOTEUR by Benjamin R. Andrews

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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NATIONAL PARENT-TEACHER

The Official Magazine of the National
Congress of Parents and Teachers

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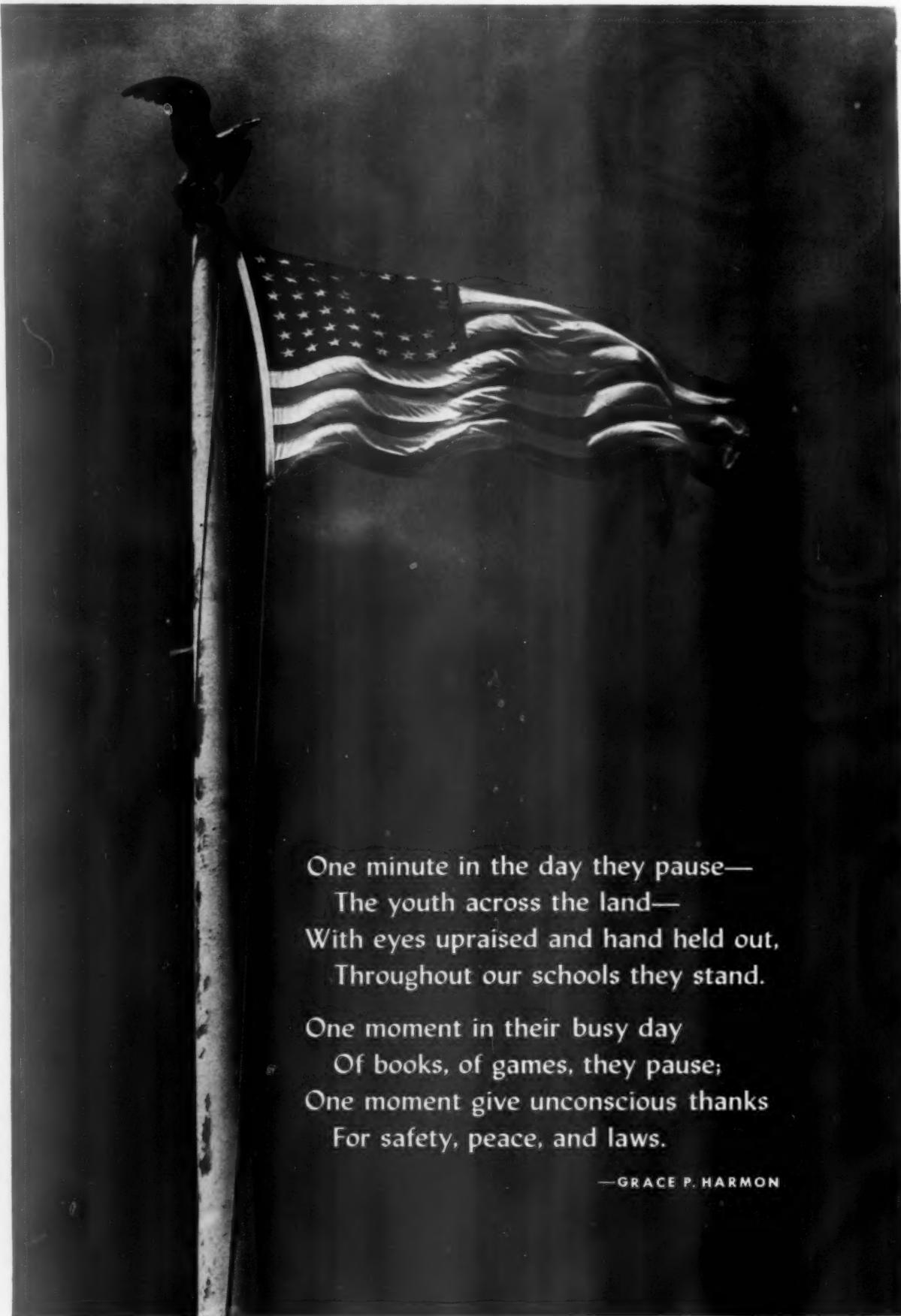
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One minute in the day they pause—
The youth across the land—
With eyes upraised and hand held out,
Throughout our schools they stand.

One moment in their busy day
Of books, of games, they pause;
One moment give unconscious thanks
For safety, peace, and laws.

—GRACE P. HARMON

The President's Message

Partnership in Progress

SCHOOL has been in session several weeks now. It is not the same old school—it is not the same children, for that matter—that we watched swing into action a year ago. The new school feels the impact of war. Its curriculum, in many cases, has been critically revised. Its extracurricular activities are almost all contributing directly either to the war effort or to health and morale. In some areas teacher shortages will result in the drafting of men and women who have not taught for many years. This in itself means change—significant change.

To most of the children the war now has personal meaning. Their kin and their friends are at the front. They may be more restless; they will certainly be more inquiring. Their natural urge to know the "why" of all that happens about them will be sharpened, because the need for this knowledge is interlocked with their sense of security. Teachers are also carrying extra loads, both in hours and in emotional strain; they play an important part in the increased responsibility assumed by the schools, and at the same time they share with other citizens the tasks and the duties of civilian defense.

A YEAR AGO, when homes and children and teachers and schools were following a normal tenor, we knew that it was important for parents to keep in close touch with the school, joining counsel with the teachers and correlating school instruction with home training. How much more important it is today, with so many changes in progress, to keep these two great forces closely attuned! Avoidable emotional upsets in children must not be risked. A neglected child is a community liability. Through complete understanding, cooperation can be instituted through which the home and the school can support each other. The school will supplement the home wherever a mother has been drafted into one or another of the nation's war production armies; on the other hand, mothers of school children can find an outlet for volunteer service in any number of auxiliary tasks at the school.

Such voluntary service as this would not draw mothers far from home, and it would give them a new sense of companionship with their growing boys and girls. This is the sort of partnership between home and school that has always been fostered by the National Congress of Parents and Teachers. The parent-teacher association is the natural pool from which citizen cooperation is drawn for maintaining certain types of school activities and services. It plays a forceful role in helping parents and teachers utilize the war experiences of children as instruments for refining character, interpreting democracy, and instilling the concept of social responsibility.

We adults must win the war. Our children will have to maintain the peace. It has become supremely urgent that we prepare them for this great task.



Virginia Kleffes

President,
National Congress of Parents and Teachers

**ADA HART
ARLITT**



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What You Can Do

NO question has been raised more frequently than this one: "How can I help my child to help with the war effort?"—and no question provokes more thought. Parents who have preschool children have one set of problems to face; parents who have adolescent and school age children, another set—but a much easier one.

Needless to say, the very small child cannot be expected to take any part whatever in the war effort. He does not know what time of day it is; he has no idea what part of town he lives in; he does not know anything about any of the relationships involved in the outside world. To talk to him about a war in Europe is more fantastic than the wildest fairy story. A parent who attempts to discuss war issues with a very young child wastes words and upsets both himself and the child. The fact that the child may repeat catch phrases is no proof that he understands them.

Very young children should be protected completely from any and all of the stresses and strains to which parents are now subjected. The best protection than can be given to them is given by enabling them to live as far as possible the

same kind of lives they knew before the war. To be sure, this statement applies equally well to children of all ages.

Emotional stability results from being able to count on the people and the things by which we are surrounded. This all-important fact is in some danger of being lost sight of at present. Many parents feel that in rushing about and joining organizations they are making a greater contribution to the war effort than they can make merely as parents; in fact, many who think of themselves as adequate parents make such statements as this: "I have been so busy with war work that I have not seen the children except at dinner for the past two weeks."

Now this is far from the contribution that parents can and should make. Parenthood is by far their most important task. An emotionally stable, well-run home to which the whole family can return with the certainty that everything will be taken care of and that they will receive the steadfast affection and the considerate care

they need is the greatest possible contribution that can be made by parents to the national welfare; and upon the national welfare, in the last analysis, depends the success of the nation's war effort.

If any parent doubts that children want to go on as nearly as possible in the way they have always gone, let him tell a story with which the child is familiar and change some of the details. He will instantly be called to order by the child and made to repeat the story in exactly the same way he has told it before. This well-established fact is proof enough of the child's dependence upon the familiar and the normal. The first thing parents should do, then, is to keep their home lives steady.

Preschool Problems

NOW LET us consider what the older child, the preschool child from two to five years of age, can be helped to do as his contribution to the war effort. There are several jobs that he can do every day, earning, perhaps, a few cents a week. This money can be used to buy stamps. If the child is taken to the window at the postoffice or the bank to buy the stamps himself, he will understand, as far as is possible at his level of development, what the purchase means. He will have something to show for his effort—and his pennies!—and he will begin to feel that sense of individual dignity and importance that is the nucleus of democratic citizenship. If, on the other hand, the parent buys the stamps or the bond, the child does not know where the money has gone. He loses the feeling that he is working for America.

This is not the only way in which the preschool child can serve. He can help in conservation. He can pick up papers and put them in a basket; he can pick pins or buttons off the floor and hand them to his parents to be put away. He can be taught to remind his parents to turn off lights that are not in use.

In dealing with preschool children, however, a good deal of caution is necessary. They should not be allowed to feel the weight of the war. They should know only the fun of helping, not the heavy load of responsibility that belongs to later years. Too great emphasis should be avoided;

HELPING our children to help their country—this is the timely theme of the second article in the study course "America Pitches In." Suggestions applying to children on every age level are included. Wise and farsighted counsel is offered to parents to retain a sense of proportion. A tremendous contribution can be made to the welfare of the nation by intelligent, adequate parenthood.

children take things more seriously than parents realize, and the child may try to save on food by eating too sparingly. This must be watched with the utmost care. Good appetites and good health make good citizens as well as good soldiers.

Children of School Age

THE OLDER child—the child in school—can help in many ways. In the first place, he can help to conserve clothes. Before the war a tear in his trousers may not have bothered the nine-year-old much; in fact, it may have been something to brag about. Now, however, a child of this age can be taught to realize its seriousness. Keeping all his clothes safe and whole is one way to help. Another way is to cooperate in all conservation and collection drives. Still another is to have a simple job at which he can earn money for war bonds and stamps.

But here again there is a most important caution to preserve. Play is the children's business; so, no matter how serious the situation may become, children should still be allowed plenty of free time to play in and plenty of toys to play with. We must always remember that they learn as much in play as at school. Toys, quite as much as school books, are tools of learning.

Every school child should feel that he is a citizen in a free country and should be concerned about the way in which he and his young fellow-citizens are carrying out the responsibilities of their citizenship. He will become concerned about it if he is working toward the common end of all American citizens, winning the war for freedom.

But we must give him a clear idea of why we are fighting,



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whom we are fighting, and what it is we are fighting for. His questions should be answered without fear and, as far as possible, with complete truth. He should be encouraged to discuss the aspects of the war that bother him, and his fears should be relieved as far as possible. If he is afraid of bombing, his parents should outline clearly what they expect him to do in case of an air raid. They should say: "Well, if the bombs do come, these are your jobs; do them well, and you need have very little fear." Let us remember that in the United States of America more people are killed and maimed in automobile accidents than have been killed or maimed in all the bombings London has endured. We do not speak in a frightened tone when we tell the child that we are going on a trip in the family car. Nor need we use such a tone in discussing the war.

Open, free discussion and clear planning help to relieve tension for parents and children alike. History, geography, and human relationships will be clarified and made more interesting through family discussions of the war scene, if parents remember that the children are not an outlet for their own fears but fellow participants in a national crisis—immature participants, to be sure, not strong enough to bear the full brunt of the war but quite strong enough to help at the level of their capacity.

On the Adolescent Level

FOR adolescents the possibilities are unlimited. Not only are there countless drives for conservation in which they may take an important part, but there are various educational enterprises. It would be an excellent thing if there were training classes for high school students

in (a) child care in wartime; (b) community safety; (c) assistance for air raid wardens; and (d) first aid. Every adolescent should have the opportunity to take these courses and to bring home the material he obtains from them for full and free family discussion. As many as possible of the adolescent's suggestions for making the home safer should be followed. The family should do all in its power to make the adolescent feel that he is in an excellent position to make a contribution to the war effort and that there are several fields of service about which he knows more than his parents do.

Only in democratic America has the national tradition failed to make adolescents feel that they are important. The dictators begin to train for citizenship when the child reaches the age of five years. By the time he is eleven he feels that everything he says and does is of the utmost importance to his country. In the United States, on the other hand, our major aim has been to keep children as young and free as possible. They know, of course, that they have a good time, but they often do not know the meaning of the freedom that makes the good time possible. They know that they may some day have to fight, but most of them have no clear idea why.

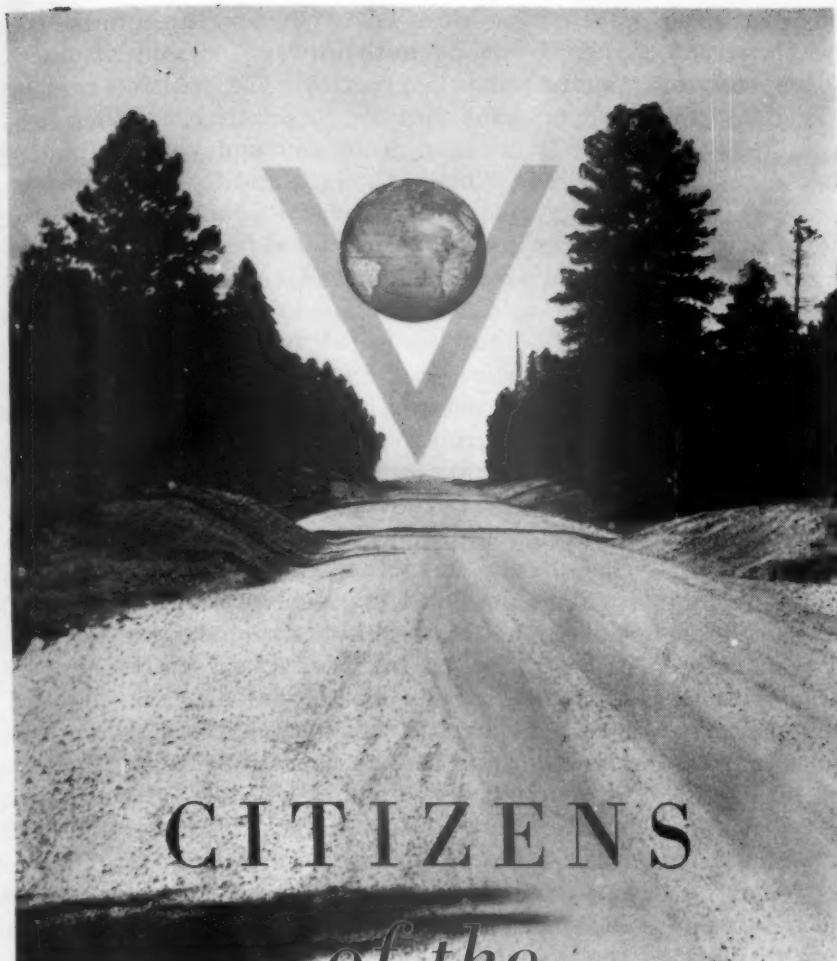
Obviously, this is a situation in which children, parents, and the community have a joint responsibility. They should unite in service to meet the needs of the hour. The ideals of democracy are inherited from our forefathers, but on every generation devolves the task of accepting or rejecting these ideals. And, just as we like best those persons to whom we have been able to give a great deal, so we come to feel most strongly about those causes and ideals to which we have made our most significant contributions.

A Job Children Can Do

PLANS for a junior salvage corps organized on a nation-wide scale, operating through the schools, have been completed by the Conservation Division of the War Production Board and will go into effect October 5. Dr. J. W. Studebaker, U.S. Commissioner of Education, points out: "The discovery of scrap material is peculiarly a job for children."

In each school the corps will be organized according to the ages and capabilities of the students and the particular local conditions. The children will be supplied with maps of the community and given definite assignments. Precautions will be taken against overlapping of territories, so that homemakers may not be annoyed by repeated requests for scrap.

Over 30,000,000 boys and girls are eligible for the corps. The house-to-house canvass for scrap will occupy two weeks.



M. THOMAS TCHOU

be destroyed, family property ruined; the anguish and sorrow of war may wreck the mentality and physical well-being of adults and children; and members of the family may be killed in air raids or in battle. Any one who says that the world situation has little or nothing to do with his own welfare or that of his family is either ignorant or deceitful.

We and the Modern World

BECAUSE we have everything at stake in the kind of world in which we live, it becomes our duty to find out, as individuals and as families, what we should do about world conditions. Here are two questions which, if we do not answer them for ourselves, others will answer for us: (1) Should we attend only to our domestic affairs and leave the world a jungle, in which the strong devour the weak and become a law unto themselves, until things become so dangerous for us that we are compelled to go forth and fight world war after world war until the human race is finally exterminated, or (2) should we take control of the world and so organize it for law and order?

If we are intelligent, shall we not take the second alternative? Assuming that we do, then the question becomes: Can the world be organized if we do not assume the responsibility? Shall we leave the responsibility to others—to the dictators? If we ourselves assume the responsibility, what will that mean? If we believe in democracy as a way of life and a system of government, then must we not organize the world in the same manner as we organize our local

THOSE of us who are parents know with what infinite care we bring up our children. From the very moment they come into the world we guard them against hunger and cold and protect them from sickness and every other known danger. We know, too, how later we plan and labor for their education and careers, hoping to give them a better chance in life than we ourselves had. When we see a fine young man, healthy and well educated, we may be sure some one has steadfastly sacrificed for him. One would imagine we would so order the affairs of men that our precious youths might be able to live out their lives in joy and good works. But actually what happens to them? When they are about to begin their careers they are sent to the battle front to kill others—others reared like themselves—and to face the risk of being killed.

Let us also consider what happens to the home as a whole when the modern, closely knit world goes awry and war breaks out. Besides the son, the husband or the father or the brother may also have to join the colors; the family income may be suddenly reduced; the burden of financing the war falls heavily on every home; the care of little children may be neglected; the home may

community, our state, or our nation? In other words, shall we not have to assume the rights and responsibilities of citizens, in this case of world citizens?

What Citizenship Involves

FUNDAMENTALLY, citizenship, whether it be local, national, or world, means the same thing: that which makes civilized living possible. Only the scope of its application varies. Citizenship is based on essential needs—on enlightened self-interest—rather than on flamboyant altruism. Pure altruism, though noble and desirable, is undependable, because in times of stress, when vital interests are at stake, it is often forsaken and selfishness takes its place. If the world is to be made better in deed as well as in words, the principles that rule it must combine rights and obligations with goodness and kindness. These must be combined into a system of responsible conduct, which, for convenience, we call citizenship. That is what Confucius meant when he said: "Mere goodness is not sufficient for government and mere law cannot function by itself."

Involved in citizenship, as we know it, are certain essential principles, among which are the following:

Loyalty.—This quality, which is the cement of human relations, is essential to successful living. Under different circumstances it is given different names—love, filial piety, and brotherliness in the family; civic spirit and public spirit in the community; and patriotism and nationalism in the nation. But when it is applied to the whole of mankind, what is it called? The fact that we lack an adequate name for this kind of loyalty indicates the gravity of the situation.

Within the state, loyalty is required by law and the severest punishments are meted out to those who turn traitor. But there is no law requiring loyalty to mankind. On the contrary, as Voltaire anticipated, patriotism and nationalism have been exaggerated and distorted to mean the hatred of all nations except one's own. Yet without loyalty to mankind there can be no effective world organization.

Sacrifice.—Personal safety and property are sacrificed for the good of the state by law under certain circumstances, such as civil commotion and warfare. Sometimes citizens are called upon to make sacrifices voluntarily, but as soon as voluntary sacrifices prove insufficient they are made compulsory. Yet who has ever heard of sacrifices required for the good of mankind or of the world?

Justice.—The law requires that the negative golden rule once enunciated by Confucius as

"What one does not wish done unto oneself, one should not do unto others," should at least be partly put into practice. The positive version is for superior persons to practice. If you steal a tire, it is taken from you and you are punished for theft. This is the law, and it is just. But what if you steal or overpower a country? Usually you are rewarded for it. Therefore the Chinese say, "He who steals pearls is executed; but he who steals a nation is ennobled." No wonder the world of nations is full of thieves and brigands.

Sovereignty and Freedom Under Law.—In a totalitarian dictatorship the people have no sovereignty and no freedom. In a true democracy the sovereignty and freedom of individual citizens are also restricted by law. Yet there is a vast difference in the position of the people in the two cases. In a democracy the law is of the people's own making and may be altered by their will, while in a dictatorship the people are at the mercy of the fancy and whim of the dictators and their henchmen.

It is obvious that if every citizen is completely sovereign and free to do as he pleases, there can be no civilized community life. Yet such is the position that nations, both totalitarian and democratic, have claimed and exercised. They all have complete sovereignty and freedom to do as they please—sign treaties when they please, tear treaties when they please; declare war and make peace as they please; erect tariff walls and exclude immigrants as they please; refuse to be bound by any international law or courts as they please; decide trivial or vital issues by resorting to violence as they please. No wonder the world community is in a state of anarchy! Is it not high time that nations, like individuals, should enjoy sovereignty and freedom under law?

Participation in the Government.—No democracy is effective unless the average citizen actively participates in the government. He must exercise his constitutional rights and discharge his responsibilities as a citizen, through the exercise of such rights as his franchise and the payment of taxes. And if we make a perfect plan of world organization but have no conscious and active world citizens in sufficient numbers to implement it, will it not be futile to try and organize the world? It would be like "climbing a tree to catch a fish," as Mencius said.

There are many other principles involved in citizenship. Perhaps enough has been said, however, to show that we do not have even the most rudimentary foundation for world organization. Past efforts to organize the world have failed for lack of this foundation. How can we train the people of the world to become good world citizens, and who can train them?

Some Essentials of World Citizenship

IT IS obvious that the deficiencies mentioned must be remedied. Among the things to be emphasized are:

1. *A World-Wide Vision.*—Before we organize the world we must acquire a world vision. The difficulty with most people is that their vision has been circumscribed. Mencius said: "A man sits at the bottom of a well and he says, 'The sky is small'; it is not the sky that is small but that which he sees is small." Similarly, many people do not think it possible to organize the world or to practice world citizenship. Here, as elsewhere, education is their salvation, if it is the right kind of education.

2. *A New Conception of World Relations.*—Instead of regarding the world as a wild hunting arena in which other nations are potential tools for enriching ourselves and serving our selfish ends, let us realize that the world has become a closely knit community in which security, freedom, and prosperity must be shared—and shared on a basis of equality and justice—if we ourselves want to enjoy them for long. The events leading up to the second World War and the war itself have shown more clearly than ever that no nation, no matter how populous or how rich, can enjoy these blessings alone. No nation is ever too poor to fight or too weak to resist. The whole conception of world organization must be based on this realization.

3. *The Interdependence of Mankind.*—We must realize that in the modern world community our own security and welfare can no longer be safeguarded by ordering only the life of our local community or only that of our own nation. Our security and welfare depend as much upon the conduct of other nations as upon our own. So we must win over other nations to our concepts of law, order, security, and freedom, and we must

cooperate with them all for our common good.

4. *Brotherhood of Men.*—But interdependence is not enough. The master and his slaves are interdependent, but their relationship is undesirable and ultimately detrimental even to the master. Nor is negative tolerance satisfactory, because a relationship based on mere sufferance has no real strength. What we need among men is equality, friendliness, good will and voluntary cooperation—i.e., brotherhood. We are coming to realize, though slowly, that the golden rule is actually necessary among nations.

5. *Reason versus Force.*—Force is as necessary in human relations as in the physical world; but force must be put under the control of law. For an orderly world, the nations must be disarmed and a world police force established. A police force differs fundamentally from an ordinary military force in this respect: A police force brings would-be violators of the law to court where efforts are made to settle the case according to law and reason, whereas a military force is used to settle a dispute not according to reason and law but by sheer preponderance of brutal force. If we are to establish a better world, we must train ourselves and our youths to respect reason and law.

6. *A United Equalitarian Humanity.*—We must make up our minds that it is infinitely better to meet one another on a basis of equality as friends and fellow world citizens than to confront one another sooner or later as deadly foes on the battlefield. Let us resolve to be worthy members of a united common humanity, living under one basic world law, asking for ourselves no privileges or rights that we deny to others. Let there be real world democracy!

7. *Perseverance and Industry.*—Some people doubt that the world can be organized. They point to the vast amount of effort needed to organize a world in which there are so many races, nations, cultures, traditions, aspirations, and conflicts. These people must remember that to do all that is necessary to organize such a world is infinitely less troublesome than is the only alternative—fighting world wars that do not even promise survival.

8. *A Spirit of Give and Take.*—If freedom, peace, and justice are worth having, they will cost something. The price of victory is blood and treasure; the price of a better world is reasonableness and reciprocity. The spirit of give and take is particularly needed in economic relations. It is sound common sense that to enjoy plenty we must see to it that our neighbors do not starve, and that to perpetuate our own freedom we must not allow our neighbors to become enslaved.

9. *A New Standard of Success.*—In the past,



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success has too often been a synonym for wealth and power and has led men and nations to do dreadful things. If we want a better world, do we not have to change this standard of success into one that will enthroned service to mankind? Let us honor as real benefactors of mankind not those who are rich and mighty but those who live to make the world a better place.

10. *Individual Responsibility for the World.*—If we want to organize the world properly, we must organize a government of the people, by the people, and for the people of the world. Such an organization must be in the hands of world citizens and must carry out their wishes. This can be accomplished, however, only if world citizens will individually claim their rights and do their duty. To make world democracy effective, they must elect representatives on the world legislature and hold them accountable.

If these principles are accepted and put into practice by the people of the world, it is reasonable to believe that a new world order may actually arise. The next question is: Who are the people who can impart such ideas to others?

Who Can Train World Citizens?

OUR MINDS turn to the teachers and preachers because we think it is their business to teach others. They can do a great deal to develop world citizens—teachers, by imparting such knowledge to our youths as will give them a world viewpoint and by so developing their mental faculties as to enable them to think and to draw sound conclusions; preachers, by conditioning the spirit and the mental attitudes of their congregations.

Among the things teachers can do to cooperate are these: (1) equip themselves with the ideals and knowledge of world citizenship; (2) join together in study groups and conferences to exchange views and methods of teaching world citizenship; (3) incorporate the essentials of world citizenship into the existing curriculum; (4) select or prepare suitable material for use in teaching world citizenship or set up a worldwide editorial committee or board to do this; (5) direct student forums and discussions on world problems, world citizenship clubs, and model world parliaments, arranging exhibitions of the cultural achievements of different nations; and (6) cooperate with teachers of other lands to promote the idea of world citizenship, setting up, if possible, an international educational organization representing teachers, educational authorities, parents, and pupils to participate in local, regional, and world conferences to thresh out their common problems.

The Parents' Part

THE ROLE of parents in developing world citizens is no less decisive. Fundamentally it is the parents' responsibility to see that their children are properly cared for and educated.

Ultimately we must recognize that citizenship, like personality or good will, is something intangible, though real—it is an attitude, and attitudes are not so much taught as caught. A man is such a man because he comes out of a certain home, where through his association with his home folks his attitude toward life has been shaped, day in and day out. It is this all-pervasive, subtle influence that parents exercise over their children. If we want, therefore, to have a new generation for a better world order, we must win the parents of that generation first.

Now let us see how parents can do their part in developing world citizens.

1. As suggested above, parents can equip themselves with the ideals and knowledge of world citizenship through self-education and a realistic study of world conditions and world needs as well as national and home needs.

2. Parents can initiate and join in the World Citizenship Movement in their own localities and attend study groups and conferences organized by this Movement.

3. Parents can cooperate with teachers and school authorities in furthering the teaching of the principles and practice of local, national, and world citizenship.

4. Parents can create the right attitude by inculcating in children the highest and broadest ideals of humanity, world democracy, and service.

5. Parents can help give their children a world vision by providing the right kind of literature at home and by bringing to their homes people from other lands and cultures.

6. Since no nation alone can organize the world, parents of all nations ought to cooperate in promoting world citizenship.

In the all-important task of establishing a better world by developing world citizens, parents exercise a perennial influence. For every hour teachers spend with their pupils, parents spend ten; and for every hour preachers spend with them, parents spend a hundred. "If a plant is exposed one day to warmth and ten days to cold, it cannot possibly thrive." So said Confucius.

The home is the chief sufferer from wars—particularly world wars—and those of us who are parents must do our utmost to help make the world decent by rearing a new generation that will see to it that this shall be done and that today's world madness shall never happen again.



Notes from the Newsfront

Bottleneck.—The tin can salvage program is hampered in many localities by a lack of realization on the part of homemakers of the importance of this vital metal. The preparation of cans for collection is neither difficult nor troublesome. Simply open both ends of the can, press the ends inside, strip off the label, and step on the can to flatten it. The local office of civilian defense will give all needed information about collections. The need is so urgent that no usable tin can should ever be thrown away or rust. Children can be of great help in this part of the national salvage drive. They will enjoy preparing the cans, and they can aid greatly in simplifying collections.

Soldier Girls.—The precision, the energy, and the esprit de corps with which the girls of the WAC have entered upon their new and unfamiliar regime inspire the most enthusiastic commendation everywhere. Seasoned high officers say, "You tell these girls a thing once and they remember it." One such officer, after reviewing the girls on parade, remarked, "My first impulse was to applaud rather than salute!"

Degrees.—Although there are still too many illiterate persons in the United States, it is a statistically proved fact that the number of Americans above the age of twenty-five who hold college degrees is greater than the number over the same age who have never had any formal education at all.

Four-Footed Troopers.—Assembly has been sounded for the dogs of America! Dogs are being mobilized for active service in the war. Many are already in training. They will be used for sentry and guard duty, for messenger service, for first aid on the field and for many other duties. Perhaps the most unusual feature of this new measure is that dogs will be trained for individual attack—on parachutists! In the first World War the faithfulness and courage of Army dogs was abundantly demonstrated, and there can be little doubt of their great military value, not only in the traditional services but in whatever new projects lie within their capacities.

Neighbor Nation.—President Roosevelt has dispatched a technical mission to Brazil in an effort to help strengthen that nation's industrial economy for all-out war against the Axis. The development program, the President said, "will be based largely upon practical recommendations for the application of mass production principles and modern industrial techniques."

Call to Arms.—Paul V. McNutt, chairman of the War Manpower Commission, has announced that all able-bodied male students will almost certainly be needed in the armed services and that all other students, including women, should be trained for active contribution to the defense program.

Decentralization.—To guard against the slowing down of war production by possible bombing of industrial plants, the British armament manufacturing program has been decentralized to an unprecedented extent. A certain tank has eight thousand parts, and they are manufactured by six thousand different companies!

Speed.—Eight and a half minutes for building a bridge across a 350-foot river is good time indeed—but U.S. Army engineers can make it, if it's daylight. Even in darkness they can do it in eighteen minutes. One thousand soldiers carrying rifles and machine guns can cross the bridge in ten minutes by day and in twenty minutes by night.

Vital Votes.—Educators, clergymen, civic leaders, and statesmen are expressing themselves strongly and unequivocally to the effect that now as never before the individual citizen should carefully consider his vote and its possible effect, not only upon the winning of the war but upon the long-time welfare of the nation. Persons who have never before interested themselves in political and civic affairs are urged to become informed on national and international issues and to make use of the freeman's sovereign implement, the ballot, to advance their country's good. Only by the conscientious participation of loyal and intelligent citizens can the conduct of the nation's affairs be maintained on a high level. Responsible voting is the duty of every American citizen, especially in times like these.

Reading Rally.—At the fifth annual conference on reading held at the University of Chicago this year it was concluded that "if American democracy is to be maintained and improved, boys and girls of this generation must learn to read far better than those of previous generations. . . . The capacity for free, self-reliant interpretation of what is read is of primary importance." Educators attending the conference stressed the importance of the child's early reading experiences. They urged the advisability of keeping reading interest alive throughout the years of school life.

Hungry River.—Every year more than five hundred million tons of American farming soil reach the sea, and sixty per cent of this total is sucked in by the Mississippi. At current prices, the potassium, nitrogen, and phosphorus contained in that amount of soil is worth two billion dollars.

Iodine Collector.—The sponge, one of the strangest and most interesting of all marine animals, collects iodine from the ocean. Every pound of living sponge contains as much of this valuable element as twenty thousand tons of sea water.

Bond Booster.—A Chicago housewife, mother of six children, employs almost all her spare time in baking cakes and other delicacies for sale to her neighbors—then puts every penny thus earned into war bonds and stamps for the children.

Civilian Care.—Director James M. Landis of the Office of Civilian Defense has announced a new civil precaution—the organization of units of physicians to care for casualties and all patients who can be moved, in case of attack, from exposed hospitals to emergency base hospitals in safer territory.

Keep the *Home* Fires Bright

KATHARINE WHITESIDE TAYLOR

OF course many women are flocking into war work. For many of them it is an escape. Even a heavy job in a munitions plant is much simpler and easier than keeping a family happy and secure at home." This observation by an outstanding psychiatrist should make every mother think a long while before she commits herself to a job that will take her out of the home during the hours her children are there, or that will make her too tired to give her best self to them.

Some women associate loneliness and tedium with housekeeping. Because they connect a romantic lure with working at tasks directly related to the war, it is easy for them to rationalize the greater importance of the war service. I am thinking particularly of a case in which a mother who had an eight-year-old son and whose husband had been sent overseas signed up for duty with the Interceptor Command. She was required to work from six to twelve every evening. Of her son, who was left alone at home, she had this to say, "The English children learned to take it. So can he." Instead of being patriotic in any real sense, this mother is mortgaging the future of her son. Until it becomes necessary to draft

every woman into war service, mothers should put the security of their children first. For there is nothing that more surely serves our country.

Contrary to the mother's statement on the fortitude of English children, the British experience has brought out the importance of keeping children in their own families with as much family life as can be maintained. To the English children family disorganization has proved to be the most demoralizing factor in the whole upheaval. "Jittery adults" ranked second in importance as a disturbing factor; a lack of understanding of and participation in the war effort was third; and the terror of actual bombings ranked fourth.

Get Rid of Unnecessary Tension

THE supreme patriotic task of every mother, then, is to cherish for her children every possible bit of family living and to safeguard her own emotional balance, which is the most important factor in making that living sound. The more recognition is given to the mother's task, the more easily will mothers find the inner serenity that comes from a sense of having rendered significant service. Much of the popularity of first aid, Red Cross, and air raid warden duty comes from the acclaim given for this work; certain symbols of approval—uniforms, insignia, and certificates—are attached to these services. Mothers who complete courses in child development and family living might well be given certificates with some such legend as this:

"Mrs. X has successfully completed Course I in Child Care. In learning to give her children the best possible guidance, she is making a significant contribution to her country's future."

The children of today will be the leaders of tomorrow. The world's future will depend upon their inner security and their ability to welcome other races into joint planning for the good of all. Can the families of today, in spite of drains on time and strains on nerves, produce genuine adults? In an increasing number of families the answer will be determined by the wisdom and strength of the mother who is so often left alone on the home front.

Those who can remain radiant through dark



days, who can rejoice "as a strong man to run a race" in the face of difficulties, contribute most. Not only is their direct service more certain and effective; they also lighten the burdens of those about them by the contagion of their courage and good will. As the mother is, so will the children be. She must therefore become so sound and so strong at the core that she may act as a shock absorber for her family. Only as love, strength, calm, wisdom, refreshment, and relaxation emanate from her will her children go through strain and peril emotionally unscathed.

Soundness at the core of one's being is not achieved once and for all. It is rather a process of continual renewal, and it comes from two things: keeping oriented to the values that command real consecration, and wise planning for enough refreshment and relaxation to keep one's emotional balance, one's perspective, and one's sense of humor. One of the first things we need to do, then, is to come squarely to grips with our own beliefs and to permit the children to share in our analyses. If we are truly able to do this honestly, we shall help alleviate a major source of child anxiety, confusion as to the real meaning of the war.

Democracy has not failed. This war has happened because we have not yet applied democratic principles on an international scale. Let me explain. When a man falls from a sixth-story window and breaks his neck he is not breaking the law of gravity, he is demonstrating it. In like manner this war does not discredit the democratic way of life; on the contrary, it demonstrates the importance of applying it internationally.

What, after all, is the major purpose of democracy? Building ships, machines, guns, and empires? Establishing the supremacy of our country at the apex of the nations? Certainly not. The purpose of democracy is to establish ways of life that will fully liberate every individual's potentialities for effectiveness and joy.

As we sense this widening horizon, our lives take on new meaning. We find the worth of any life in what it contributes to ever loftier goals, not in length of days or in accumulation of wealth or prestige. We come to know eternity not as something 'way off there in space and time, but



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as something we become a part of during every moment that we contribute to the ongoing, upward stream of life.

The Rallying Call of Recreation

AS NEW and firmer footholds of belief are found, the energy absorbed in solving the central problem of "where do we stand" will be liberated for outgoing sympathy and affection, for constructive work and refreshing recreation. And since we are human beings, we need the refreshment of recreation for our minds as much as we need rest and food for our bodies. Frequent renewal through recreation becomes imperative, particularly during times of stress. Wise mothers will provide it for themselves and their children. It may be a help to the overconscientious to know that it is not only all right to take time out to play but that to do so is the best of good sense.

Recreation is less a period set aside for play than the capacity for spontaneous enjoyment of one's native enthusiasms. Pursuits so absorbing that all things else, even one's children, are forgotten for a time, are essential to the balance of every human being. For example, I once asked an old trapper in the north woods of Wisconsin how he had kept so cheery, living up there all alone. He said, "Well, it has been pretty lonesome sometimes since my good wife died ten years ago. But every time I get that blue feeling I just take down my old fiddle and play *Old Black Joe* or *Swanee River*, and it is as though the blue flows

out of me into the music and I'm all right again."

A friend in Germany, the wife of a professor whose library was burned by the Nazis, maintained her poise through her painting. When friends came to see her she took them to her atelier where her last paintings were hung. Purely symbolic, but unmistakable as to mood, they bore the burden of her frustrated longings. Other friends have found similar relief in needle-point, weaving, or pruning roses. The important thing in each case was the emotional release that came about through working in a medium the individual really enjoyed.

The Realistic Family Relaxes

AS WITH individual recreation, so with activities the family enjoys together. If out of a sense of duty the mother condemns herself to hours of playing at things that bore her, the children will sense her ennui and feel uneasy and dissatisfied without quite knowing why. On the other hand, pursuits that parents genuinely enjoy become interesting to children, because children love to be taken in on the things adults value.

Parents who really love close contacts with rivers and lakes, the sky with its birds and stars, the earth with its grass, flowers, plants, and pungent smells, find renewal for their children and themselves by frequent excursions into the country. Parents who have genuine enthusiasm and background for studying birds, flowers, animals, and rocky formations viewed along the way can indulge their interests to the full and know that their children are gaining a precious heritage thereby.

The relaxation that comes from the change of scene and the absence of the duty-reminders in the house will help mothers to achieve the leisurely mood essential to family relaxation. If tire and gas shortage prevent long excursions, one's own backyard can often be converted into a private camping ground with a barbecue pit and even tents to sleep in.

The fact that families will have to spend more time at home may be a valuable stimulus for developing creative abilities within the family group. Families in which the parents love music and can take the lead in family orchestras and family sings are particularly fortunate. Surely, listening to the radio cannot take the place of the music the family makes for itself, no matter how much better the professional music may be.

It has been reported that the British children took to singing and dramatics quite spontaneously after the strain of the air raid as a release of overcharged nerves. One family in which the mother had been active in college dramatics set

aside a night a week as "Family Night." On this occasion mother and father and children and any guests, child or adult, who happened to be present, acted out familiar fairy tales or stories made up by the group. The performances were so vivid that they became very real to the children, who entered whole heartedly into the dramatizations. The mother felt that this event "cleared the atmosphere" for several days, especially if the little brother could "scalp" the big sister who had been teasing him, or put her in her place symbolically by other means. Dramatization, as an effective way of reducing tensions and anxieties, is more and more recognized in psychotherapy. One excellent way, then, of diluting their own anxiety is to let children dramatize the air raids and battles they hear about.

The family should have at least one meal a day when all sit down together to share food and experiences. Breaking bread together is an important symbol of group belongingness, and an important source of family security. If the father is home only at a nine o'clock breakfast, for example, perhaps the schools can arrange for the children to arrive a bit late, if necessary, to preserve this precious symbol of family solidarity. This plan was followed in England as the importance of family unity became apparent.

Family Fun, Family Fellowship

ASSOCIATION with friends is another major source of joy and reassurance and should be sought frequently during periods of stress. The family dinner table may well be the center of family social and intellectual life. Benjamin Franklin's father set the pattern for all Americans when he invited "whosoever was wise, prudent and just in the conduct of public affairs" to dine with his family. And Benjamin reports that the conversation was often so exciting that no one knew or cared what he was eating. An important part of the foundation of Benjamin's statesmanship was doubtless laid right there in his home setting.

It is hardly necessary to add that, just as mothers need some outlets so absorbing that the children are forgotten, so children need some time with their own toys and friends when mothers are forgotten. But whether mothers are present or absent, their own personal adjustment is the determining factor in their children's well-being. In times of stress it is doubly important to keep one's mental outlook stable, that the children's security may be sustained. Children need to feel about their mothers as the old psalmist felt about his God, "Underneath are the everlasting arms." The arms of the mothers must hold.

Is Yours A Victory Home?

MANUFACTURING plants have been converted from the production of automobiles, washing machines, sweepers, and innumerable other peacetime commodities to the production of guns, tanks, and planes. Farmers, though faced with serious labor shortages in addition to shortages of machinery, have responded magnificently to the demand for increased production of foods. Men highly skilled in peacetime industries now find the work that required their special skill no longer essential. Yet they are now on the front production line, helping to speed up the production of vital materials and equipment to hasten the winning of the war.

Many boys, the pride of our American homes, have already made the supreme sacrifice. The historic statement of Lt. John James Powers, U. S. Navy, during three days of the battle with Japanese forces in the Coral Sea, rings in the ear of every American parent: "Remember, the folks back home are counting on us. I am going to get a hit if I have to lay it on their flight deck." He did. But his comrades tell the story. Such an immortal statement makes us all think.

Our job on the home front is vitally important. Every homemaker has an equally important job to do. Enlist on the home front, not only with good intentions but with action! Do your part at home by

1. Spending less and saving more.
2. Making things and having more.
3. Cutting waste and making things last.
4. Buying carefully and stretching pennies.
5. Budgeting your hours and making each count.
6. Safeguarding your family and helping to guard your country.

This is not an easy job; it means self-discipline of the sternest sort.

When supplies of raw materials are not big enough to fill war needs *plus* civilian needs, then the materials used in making civilian goods must be cut down. War makes saving necessary all the way down the line. Each new habit we practice and make a part of our everyday living in the conservation of materials adds to the efficiency and production of the industrial plants now devoted to the war effort.

We shall all have to save, not just in order to make our money go farther but because the Army



and the Navy need the same raw and finished materials we have been using in our everyday living.

On the entire home front of America, women, wives, and mothers are meeting the challenge to their resourcefulness that is implied in conservation. To most of us this is not a new challenge; but we need to do a better and a more intensive job of conservation to make every home a Victory Home. We need each day to stop and think and take an inventory of our practices and actions. Let us

ask ourselves this question: "What habits and practices have I or my family developed in our daily living that we now need to review and possibly change in the light of what is needed to help win the war?" In reality, the home is a war plant. Each extra day of life we obtain for our clothing and household goods is a day earned for the war effort.

WHEN WE are toying with the idea of buying a new winter coat, let's stop and reconsider on the basis of these facts: A soldier in uniform requires four times as much wool for blankets and warm clothing as does a civilian. That's where Mrs. America and her daughter, Miss America, play an important part as soldiers on the home front by repairing, altering, and mending.

There must be ten pairs of shoes in readiness for each soldier in uniform. He uses four times as much cotton as a civilian. Sugar is an energy food, and a soldier requires seven times as much sugar as a civilian. Sugar is also used to make smokeless powder.

Let us not confuse conservation with salvage. Only when things are worn out do they become items for salvage. If they can be made usable by alteration, mending, repair, or renovation, they can be conserved for further service in our own or some other family. Money will no longer buy many things we have used in our everyday living. The challenge to every American homemaker is to enlist on the home front and make every home a Victory Home through conservation.

Victory for us means victory for the institution of democracy—the ideal of the family, the simple principles of common decency and humanity.

—EDITH W. RENNECKAR
Regional Field Representative
Consumer Division
Office of Price Administration



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And the *Truth* Shall Make Them Free

WILLIAM ROSE BENET

THE assurance implied in my title may sound too much as though a mere writer and contributing editor of a literary magazine considered himself an authority upon the training of children and the advising of parents! Let this writer hasten first to assure you that such is not the case. I happen, however, to be the parent of three children who now all have children of their own; and as a contemporary grandparent in—I hope—good standing, I have given some thought to the situation in which all parents and children find themselves today, with a “global” war in progress. I have thought of a few things. They may not be the most helpful things. It happens that never before have I realized just how much my country means to me or how deeply I believe in the theory upon which it was founded. Today we are asking the youth of the country to give us their wholehearted support. So far as I have observed them, they are all enlisted upon the side that opposes tyranny and the mailed fist. But what can we tell them about their country, her ideals and her destiny? How can we create in them the spirit of true democracy?

Give Them the Truth

WELL, first, last, and all the time, we can try to tell them the truth about their own country and about the state of the world and how it has got that way. The time has long passed when taboos on particular subjects wrought anything but harm and when parental prejudices could flourish like the green bay tree. The youngsters of today are as fine a generation as ever grew up in this land, but they were (in a figurative sense) born with their eyes and ears open, and into a world undergoing a rapid process of change—change too appallingly rapid for some of us, but change with profound underlying causes. Little children are very sweet, pretty, and innocent creatures—as one addicted to poetry

have, in my time, particularly appreciated these attributes of little children, as well as their more sturdy and rambunctious characteristics!—but no one wishes to keep them in cotton wool or to bring them up so that they will be unable to grapple with the wild world as it is today and to bring some sort of order out of the chaos we see on every side.

We are fighting for the Four Freedoms, and it stands on the pages of John, his gospel, that "the truth shall make you free." Another good line to remember is the title of a book by John Erskine, published during the last great war, a quarter of a century ago. It was *The Moral Obligation to Be Intelligent*. If we do not communicate with our children frankly, intelligently, and as truthfully as we can concerning the issues of the present mammoth conflict, we shall not be truly helping either our country or our cause.

The moral obligation to be intelligent has always lain upon us parents and upon all teachers, as well as upon all office holders and public officials in the United States of America. Unfortunately, "human nature being what it is," the obligation has frequently been disregarded. Some of the teaching in our schools has been calamitous—and I do not mean it has been calamitous because of the so-called infiltration of radical ideas. Quite the opposite. The word "radical" comes from the Latin *radix*, meaning root, and when a radical idea really is a "root" idea, it should be examined in the open, rationally and courageously, for whatever we can learn from it. On the other hand, narrow-mindedness, short-sightedness, stark prejudice, and ignorance, either in teachers or in those with the power to appoint them and to discharge them—together with a corrupt and venal political set-up—can hamstring the processes of true education. We have—in spite of all—many progressive schools now in this country. With all the shortcomings that inevitably result from their experimentations, they are the better for those experimentations. The moment education becomes a routine process, where underpaid pedagogues grind out

information by rote, that moment our country will be in the direst sort of peril.

Truth Crushed to Earth

THAT seems an extreme statement, doesn't it? A few years ago, I myself should have said, "Oh come, come, don't get so heated—that is rather extreme!" But today we have seen things happen not only to communities but to nations as a result of education falsely so called. Today the German nation is in the grip of the Nazi regimen. Not only does it rigidly train its own children in the concept of the Master Race; reports from Norway, Holland, Belgium, and Denmark—to name but a few—tell of iron-fisted endeavors there to secure "cooperation" in "educating" the youth of those countries as to the virtues of the New Order. The School for Future Quislings is in full blast. "Physical culture (I quote from a news report) is being advocated at the expense of scholarship; anti-Semitism and hooliganism are encouraged as symptomatic of the soundness of the Nordic mind and body, and the general tendency is to train youth in toughness toward subordinates and unquestioning obedience



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to 'leaders'." Of course, all defiant teachers and students have been deprived of their rights! The Norwegian schools, once of very high standing, are today a travesty of their former selves. Moreover, it has become a fixed tenet of the Nazi form of education deliberately not only to encourage disrespect for any parental authority but to encourage contempt for any affectionate and reasonable influence of parents upon children. Sex relations among older children (I merely state a well-authenticated fact) are regarded "benevolently"—not with reason and wisdom, but because a high birth rate is very important to the Nazis for military purposes. In addition to these educational atrocities, of course, Jewish children are banned from Gentile schools in "Germanic" countries. But I am undoubtedly merely repeating a few of the many horrid facts that you all know.

I have been emphasizing the realm of the mind in this war, and touching not at all upon the many practical things that children beyond preschool age can do to help their country under the wise guidance of their elders. Those practical things-to-do lie all around us. If the elders are sincere and hard-working in supporting the war effort in practical ways, so will the children be. In fact, as we know, children would much rather *do* things than *think* about them. That is quite natural. It is a comparatively simple matter to guide them in such defense efforts as cooperating with the various salvage drives, promoting the sale of war bonds and stamps, and helping to combat the spreading of harmful rumors.

But it is by no means simple to guide their thinking aright. We are supposed by them to be the source of all knowledge and wisdom, and to tell them what to do. That is a fact that, to use a slang phrase, the Nazis have "cashed in on." When one quietly considers it, it is a terrible weapon they are forging; but my belief is that it is a weapon that will certainly and surely turn against them in the end. For the desire of man—particularly in youth—for freedom is as much a part of him as breathing. No nation, no people, can live in slavery for long.

Where Shall the Truth Be Found?

WHERE shall we turn for the truth to tell our children? Let us not confuse truth with propaganda. Truth also lies all about us—and the most unpalatable truths are often too ready to hand! But if we begin to edit the truth for our offspring it will soon cease to be the truth at all. I mean all this within the bounds of reason, naturally. There are certain problems of the world that certain children are as yet too young to comprehend. But the principal lines of the truth as it

appears to me I shall endeavor to give you.

The one thing that seems certain to me is that if, during and after this war, we do not strive to create more equitable conditions in this country and a more equitable world at large, we shall gain nothing by victory over our enemies. The world will face ruin. We shall not be fit to help direct—as we shall have to help direct—the destinies of human beings.

I firmly believe that there is what might almost be called a "religious" element here involved, as well as the necessity for clear and honest thinking



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and great creative effort. What is necessary is a *belief* in our "way of life." We hear a great deal about our "way of life"; it is easy to give lip service to a phrase. As a matter of fact, our way of life has had a great many things wrong with it. It has been the tool, very often, of greed, chicanery, base uses of politics, entrenched monopoly, privilege, and prejudice. It must never be such a tool again. We must teach our children what things to fight for in their democracy and what things to fight against.

Anyone can write the Office of War Information in Washington for a pamphlet called "Four

Freedoms." We are fighting for the rights of all men, everywhere. Until we establish a world in which there is not only freedom of speech and of religion but actual freedom from want for everybody and actual freedom from fear for everybody—no omissions, please!—we shall not have fought this war to victory.

The Four Freedoms pamphlet is easy to translate into terms a child can understand. The Four Freedoms are what their older brothers are fighting and dying for all over the globe today. "Freedom from want, everywhere in the world," says the pamphlet, "is within the grasp of men. It has never been quite in their grasp before... The industrial changes of the last 150 years and the new prospect implicit in the words 'United Nations' have given meaning to the phrase 'freedom from want' and rendered it not only possible but necessary." I should advise you to keep in touch with the Office of War Information. To my certain knowledge, in the last war, in which I was an officer in the United States Army, no such highly intelligent, truthful, hard-hitting, and morale-building literature was distributed.

I should like to say two things more. Even before we were overwhelmed by the war it seemed to me that—from my slight knowledge—in schools throughout the country there was extremely inadequate teaching of American history and of world history. Is it not amazing that in the most crucial period of the whole world's history anyone should stick to an antiquated or merely routine method of teaching our future citizens about the evolving world in which they find themselves? Actually the story of mankind's long battle upward is the most fascinating and exciting of stories. Every bit of our wisdom and imagination should be brought to bear upon it in presenting it to youth, however young. Children should be told the story of man's failures as well as of man's successes; they should be given the true reasons for things being as they are. The small-minded and prejudiced should be barred from the councils of teachers! Those with vision and imagination should lead.

New Horizons of Understanding

LAST point I wish to make is this. The proper teaching of history, especially at a time like this, must include current history. In this war one of the great nations allied with us is Russia. Today Russia is fighting not only for her life but for the preservation of the United Nations. If Russia is defeated, all Asia will be under the domination of totalitarian philosophy.

It behooves us, then, to take an intelligent, unprejudiced attitude toward Russia, and not a half-

hearted, timid-minded one! Whatever dangers we may see in the prevailing Soviet political philosophy, the actual fact is that the Russian picture has undergone a long series of changes. Herbert Agar, a great newspaper editor and the president of Freedom House in New York, recently outlined for us a reasonable attitude toward Russia. Ralph Barton Perry, former president of the American Philosophical Association and chairman of the Harvard Group on American Defense, recently wrote a long letter, which was printed on the editorial page of the *New York Times*, July 12, 1942. Every teacher in the land should read and study this exposition, and also a former letter of equal length by Mr. Perry, which appeared on the same page in the same newspaper on May 31, 1942. This last was a discussion of the Nazi teachings and of our choice today. Its substance should be translated into terms every child in this country can understand, as should the substance of the other. Let me quote in part from the excellent ending of the last-mentioned letter, as an ending to my own random remarks:

Let us grant that Western imperialism is suffering in this hour of crisis for its past sins. . . . I am not interested in claiming a monopoly of the tradition of freedom for English-speaking countries. Chapters of the literature of freedom are written in every tongue and inscribed in the hearts of men of every nation. . . . In a world which is now, for better or for worse, one world, not only in theory and before God, but in the everyday practical experience of its inhabitants, we have today to decide which it shall be, the better or the worse. The worse way is to subject the whole of that world to one of its parts—to whatever part may be bold and powerful enough to achieve and hold the mastery. The better way is to create a federation of the whole which is stronger than any of the parts, and which may preserve peace and promote cooperation among them. The rise of the Nazi and Axis power has forced this issue. It drives us to choose between a worse evil and a better good than mankind has ever known before . . . in order to be realistic we must be loftily idealistic. But this ideal has long been working in us. It is humanism, Christianity, liberalism, and democracy, carried to their logical conclusions. It means having the courage of our humane, Christian, liberal and democratic convictions. It means attending to the unfinished business which was long ago included in our agenda. Certainly we have a right to call it ours.

We parents must have the courage of our convictions as never before. We must teach our children nothing less than the whole truth. We must imbue them with nothing less than the highest ideals for the future of their country. Do not think for a single instant that the young of this great nation, born of a national tradition of liberty and justice, will not respond!

QUALITY PEOPLE FOR A FREE SOCIETY

CODE FOR THE DEMOCRATIC ARISTOCRAT

ARISTOCRACY and democracy—the two are opposites, we say. Never the twain shall meet. But is not our contrast too simple—dangerously simple, even, if it makes us believe that democracy does not ask of us what aristocracy asked of its people?

I should rather call aristocracy the forerunner of democracy—and say that if the two fail to meet it is because they are going in the same direction, one behind the other. The irreconcilable opponent of democracy is not aristocracy but muckerism—the refusal to accept any standards save those of immediate self-interest.

We like, sometimes, to talk about "the noble savage"—the instinctive democrat. But it is romantic nonsense we talk—as we know in our more realistic moments. To eat, sleep, and mate; to avoid the unfamiliar, huddle with the crowd, think of self first and others afterward: this has been the "instinctive" history of a race that had to survive before it could survive with distinction. And if distinction was to come at all, some few people had to start it—had to shape a code out of the best racial experience and stick to it in spite of whim, fear, and inertia. During long pre-democratic ages the dependable code-makers were, more often than not, the aristocrats—some group that enjoyed special privileges, but accepted responsibilities commensurate with them.

Case Study of an Aristocrat

ASTRIKINGLY accurate picture of the aristocrat is Stephen Vincent Benét's description of the Southern gentlewoman, Mary Lou Wingate.¹ Mary Lou Wingate, who, never well after the birth of her last child, yet lived through her years "staring at pain with courteous eyes." Mary Lou Wingate, whose code taught her

"To take the burden and have the power
And seem like a well-protected flower...
To hate the sin and to love the sinner
And to see that the gentlemen got their dinner..."

Mary Lou Wingate, who handled with equal fa-

¹ From JOHN BROWN'S BODY, pp. 161-162. Doubleday Doran.

BONARO W. OVERSTREET

miliarity the Bible and a swansdown fan, believing that

"—In Heaven, of course, we should all be equal,
But, until we came to that golden sequel,
Gentility must keep to gentility
Where God and breeding had made things stable
While the rest of the cosmos deserved civility
But dined in its boots at the second table."

Here we see both why aristocracy had to exist and why it had to yield place, not to an irreconcilable opposite, but to a logical successor: democracy.

To realize the virtues of aristocracy, we need only contrast it with muckerism. There is, for example, a vast quality-difference between Mary Lou Wingate, who "seldom raised her voice to a servant," and the woman who patters about democracy but vents erratic moods on those who dare not talk back—servants, waitresses, operators in beauty parlors. There is a vast quality-difference between Mary Lou Wingate and the woman who tells her troubles to every chance acquaintance in a Pullman car: the gentlewoman, we can be sure, never asked, "Have you heard about my operation?" There is, again, a vast difference between this woman who could bear the burden of a difficult household and yet maintain the graces, and the woman who struggles for social prestige but slumps, at home, into whining slovenliness—while saying of the foreign threat to democracy, "Isn't it just awful?" And there is, needless to say, a vast difference between the aristocrat who never forgot that "the rest of the cosmos deserved civility" and the mucker—the dictator, for example, military, economic, or social—who assumes that the rest of the cosmos can either serve his convenience or be liquidated.

Shortcomings of Aristocracy

DURING long ages when man was fumbling his clumsy way toward civilization, it was the function of the aristocrat to cultivate and dignify such traits as are peculiarly human—to establish, as it were, in the common mind, concrete images

of beauty, self-control, discrimination. This is the function the democrat must now take over.

For, good as it was, aristocracy was never good enough. There were too many inevitable ways for it to defeat its own best purposes.

For one thing, it bestowed privilege by birth, not by character—so that it could neither refuse such privilege to the arrogant and power-hungry, if these belonged to the chosen group, nor fittingly reward the very traits it admired when these appeared outside the chosen group. Aristocracy had no plan for extending privilege to more and more people as these proved themselves ready for it. The images of quality-behavior it built into the common mind inevitably became, therefore, romance-images, escape-images, not incentive-images. Forever and ever the ins and the outs,

energetic job of building a world that no few sheltered aristocrats could keep in hand.

Therefore, Democracy

MARY LOU Wingate believed that

"In Heaven, of course, we should all be equal,
But, until we came to that golden sequel,
Gentility must keep to gentility
Where God and breeding had made things
stable . . ."

But there was another privileged aristocrat in our American tradition. There was Thomas Jefferson, who saw that aristocracy must fulfill itself in democracy—that the line of human progress must be that of opening up to the many the incentives to responsible behavior hitherto limited to the few.

He declared, "We hold these truths to be self-evident: that all men are created equal . . ." And with his words the idea of equality moved down from a conveniently remote heaven to the earth of daily affairs.

What was it Jefferson saw so clearly that he staked upon his insight the survival-chances of a new nation? Certainly he did not decide that aristocratic standards of behavior were just too high and should be lowered to fit the average. Far from it. Rather, he felt that neither the few nor the many could go further in moral and social growth until standards and incentives for the many were set as high as they had ever been for the few. He saw that what was excellent in aristocracy was not its exclusiveness, but its code of *noblesse oblige*—of paying for privilege by voluntarily holding to a standard of responsible and generous conduct. Aristocracy assumed that only the few could ever be capable of responding to this code. Jefferson held that the many were likewise capable. His, in short, was the daring guess that has become our American guess: namely, that the way to get the best out of the whole human race is to give people great chances and lay upon them great obligations.

Our Democratic Code

OUR BILL of Rights is our democratic code. It is that by which we can measure our individual daily actions, large and small, quite as surely as Mary Lou Wingate ever measured hers by the inherited code of the aristocrat.

Freedom of speech; of the press; of assembly;



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the few and the many—that was the aristocratic design; and because it was only that, not even its best graces could save it.

Aristocracy, moreover, made the fatal mistake of putting the control of life into the hands of those who experienced only an expurgated edition of life. Gentility could keep to gentility. Because it so comfortably could, it did—while the rest of the cosmos, not satisfied with dining in its boots at the second table, took on the dangerous and

what do these require of us? Well—here is a man whose employees live in fear of his sarcastic gibes; here another who refuses to read any newspapers save those that confirm his prejudices; and here a woman whispering to a group of avid companions the latest scrap of gossip. Are these people violating the democratic code expressed in freedom of speech, press, and assembly? I say they are. They are both refusing the opportunities for spiritual growth that code offers them and betraying our common respect for speech as the link that holds society together.

Freedom of religion. Here a man sits, with solemn righteousness, on a church board—and contrives the discharge of a minister who tries to apply Christianity to week-day affairs. Here a woman argues that religion is good for the poor—keeps them satisfied. Are these people practicing freedom of religion—or exploiting it? I say they are exploiting it. For, again, they both refuse to accept for themselves its spiritual invitation and help to turn the public mind against the religion it needs to underpin democracy.

Freedom under law. Here is a man who knows all the dodges by which he can escape the common inconvenience of wartime rationing; and here another who gets his parking ticket "fixed" by a friend on the police force; and here a woman who demands the dismissal of a high school teacher who has given her daughter a failing grade in algebra. Are these people decreasing the chances that their children—and ours—will enjoy freedom under law? I say they are. Each makes himself an exception to the common rule. Each encourages the notion that law is the enemy, not the friend, of the common man's freedom.

Here, in short, is the point: we cannot become a democratic people by regarding the Bill of Rights as a purely political document. Only when we think of it as the free man's code do we see that every privilege we enjoy under that Bill of Rights must be paid for by a willing and honest effort to prove that privilege a reasonable basis for human society.

We remember the woman in the discussion group who said, ". . . to me democracy is a kind of feeling I have inside me that keeps me from being as mean as I'd like to be, sometimes, to people I don't like." And beside her, now, we can put Mary

Lou Wingate, whose aristocratic code required her to believe that "the rest of the cosmos deserved civility." Odd, isn't it, how the two come together? Yet logical enough. For in each case private impulse is disciplined by a wisdom older and deeper than private experience.

Are aristocracy and democracy, then, really the same thing? Would that woman in the discussion group—we can call her Mrs. Doe—and Mary Lou Wingate mean the same thing when they seemed to speak similar words? We know they would not. For the words of the aristocrat would mean that even inferiors should be treated with a decent minimum of courtesy. The words of the democrat would mean that people are to be dealt with as individuals; not as inferiors or superiors, but as fellow members of a free society—and a human race.

Mary Lou Wingate was a person who could speak with poise and assurance; for her faiths were those that centuries of practice had refined. Mrs. Doe, we remember, found it hard to put her faith into words. She began stammeringly, "I—I don't know—exactly."

But we must not let this contrast mislead us into thinking the aristocratic code the finer one. In actual fact, Mrs. Doe spoke for a justice and generosity far broader and more valiant than those of the aristocrat: for a justice and generosity to be exercised, not in a neat and stable world, but in a world of change; not in a narrow range of chosen circumstances, but in the full range of haphazard human circumstances that have to be met and dealt with as they come along. And if she stumbled for words, that was only because she spoke for a society still awkward with growth.

Mrs. Doe had caught on to the fact that the ideals of democracy give the individual something to measure up to in daily living. Thus she proved herself, not the uncultivated inferior of Mary Lou Wingate, but her historical successor; unskilled as yet, uncertain in many of her habits, but willing to try to become what each of us in America is asked to become: a democratic aristocrat—one whose faith is tied, not to the cultivation and rulership of a few best people, but to the cultivation and rulership of what is best in all people. This is the principle on which America rests.

A TWELVE-YEAR-OLD schoolgirl of Baltimore has submitted to Governor O'Conor an idea of her own for financing the war. "Have stamps printed like the Christmas stamps," this young patriot suggests. "They could sell for a penny. We could call them victory stamps. Even children could buy some. Let our state lead the campaign and let us youngsters help."

Blackout Games

AIR raid precautions may be necessary, but there need be no blacking out of family fun! One of the first things to do in preparation for time that must be spent "under cover" is to assemble a blackout kit of things to do with—toys, tools, books, game boards, recreation equipment of all kinds, representing the interests of every individual member of the family. Put in the baby's terry-cloth elephant and his little red train; plenty of pads and pencils for everyone; paints and crayons and scissors; plasticine or modeling clay; old magazines full of bright pictures; boxes of brightly colored scraps, both cloth and ribbon; beads and buttons of different colors and sizes. Bean bags and string balls are always good. Alphabet cards have a number of uses. Scrapbooks are as popular as ever—and don't forget the paste!

Effective blackout recreation depends largely upon three factors; the size of the family group, the ages of the members, and the amount of space available. If the difference in ages is not too great and there is plenty of room, games permitting some physical activity will be enjoyed; but in most cases the diversions selected for blackout use will be either occupational, in which the afore-described kit will be invaluable, or they will be mental games, usually competitive.

Mental Games—Competitive

Old-Fashioned Spelling Bee.—If the family has as many as four members of suitable age, a spelling bee is always fun. It is truly a game to the modern child, who has not often engaged in spelling matches at school.

Famous People of Story Land.—Each player is given a list of questions descriptive of a famous character in literature, and a time limit is set for identification of all. There may be ten, twenty, or twenty-five questions, scored on the basis of 100 per cent perfection. Sample questions, with their answers, are as follows: Who cut off her hair to help her mother? (*Jo in Little Women*.) Who fell down and bumped his crown? (*Jill's brother, Jack, in Mother Goose*.) This game is adaptable to any school age level.

Illustrated Songs.—Each player is given paper and pencil and told to illustrate the title of a well-

known song. For example, *Home, Sweet Home* may be illustrated by a drawing of a house, a bag marked "Sugar," and another house. When all drawings have been completed, they are hung in a "picture gallery" for identification. The winning drawing is the one first identified.

Mental Games—Noncompetitive

Newspaper.—Editing a burlesque newspaper is a fun-provoking assignment for older boys and girls, who enjoy taking their turns as society editor, sports editor, columnist, advertising manager, and feature writer. The "Blackout News," if issued on every such occasion, forms an interesting memento of these historic times.

Secret Codes.—Codes are dear to the hearts of boys and girls in the upper grammar-school grades. Ingenuity suggests code possibilities on all levels of difficulty, and many published aids are obtainable from the public library.

Prophecies.—Prophecies are so interesting! Names should be drawn, and the family futures should be prophesied in detail, in as laugh-provoking a manner as possible. Parents sometimes find this play useful in "getting across" some suggestion as to habits or deportment, by predicting the consequences of continued neglect.

Jokes and Trick Games

THE chief difficulty with jokes and trick games, even the best ones, is that they do not last long. Nevertheless, they must not be overlooked, for laughter is a great help in relieving tension and promoting good family relationships.

Tumbler Tumbling.—Ask one person to hold out both hands, fingers extended and palms down. Place two full glasses of water on his fingers, one on each hand. Ask him to repeat a jingle, e.g., "Mary Had a Little Lamb." This, of course, he can do without difficulty—but watch his expression when he finds that the show is now over and nobody offers to help him get the glasses of water off his hands!

Magazine Touch.—Challenge any two players to stand on the same large open magazine so that it will be impossible for either of them to touch the other. When they have tried and failed, suggest that they place the open magazine under a door, stand one on each side, and close the door.

A few of the games mentioned here were adapted from *Social Games for Recreation*, published by A. S. Barnes and Company, Inc.

HOW W



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THE newborn child has all the potentialities of a new being, one who has never existed before and will never emerge again. Yet thirty generations of cells have already matured from the fertilized ovum and only five additional generations need mature to transform him from a helpless newborn infant to a mature personality. About eighty per cent of the being-to-be is already formed; the remaining twenty per cent requires more than twenty years to mature.

The task of parents is tremendous. The world, now dependent upon the functional efficiency of the soldier, cannot afford to minimize this.

What nutritional problems face American parents? The first involves a careful choice of native food products; the second, intelligent use of substitutes if supplies are limited; the third, evaluation of the family food budget.

These problems are the same for all human beings, although their solution necessarily differs with the age level. The newborn baby requires all the nutrients that maintain the adult, and the milk of a healthy mother who is receiving an adequate diet contains them all in sufficient amounts except vitamin D and iron. Apparently Nature intended that vitamin D should be obtained from sunshine, and the iron stored in the baby's liver tides him over the first six months of milk feeding.

Nature's Method

BREAST MILK, then, is ideal for babies in wartime or any other time. If the baby is nursed at regular intervals and takes as much as he desires, all his nutritive needs are fulfilled without danger of either overfeeding or underfeeding. Breast milk, if cleanliness is maintained, is normally free from harmful bacteria. It is more readily digested than cow's milk.

There is no substitute for breast feeding. Even cod liver oil is not necessary for the breast-fed baby if he is exposed to sunlight daily; but some fish liver oil must be given during the winter months, especially to dark-skinned babies, who have relatively poor absorption of the ultraviolet rays from the sun. Fish liver oil should be given to every infant after the second week of life, beginning with a few drops and gradually increasing the dose until one teaspoonful of standard cod liver oil is offered daily.

Raw fruit juice should be offered for its vitamin C content, even though the milk of the well-fed mother yields vitamin C. A sufficient daily intake of citrus fruit by the mother will provide adequate amounts of vitamin C in the breast milk. Other additions to the diet become necessary as the baby increases in age. The earlier semisolid

War Affects the BABY'S FOOD

I. NEWTON
KUGELMASS, M. D.

food is introduced, the better nourished the baby and the greater his resistance to disease.

When Nature Fails

BREAST FEEDING, however, may not always be successful. When the physician advises artificial feeding, the first requisite is a cow's milk mixture adapted to the baby's digestive capacity. It may be prepared from fresh cow's milk, evaporated milk, dried milk, or some other milk modification. It is a great mistake for parents to assume medical responsibility by formulating the feedings themselves. Much knowledge and medical skill are necessary.

Wartime rationing or restriction need never deprive the baby of clean cow's milk. Certified milk is the purest form of raw milk; it contains the smallest number of harmless bacteria per cubic centimeter. Pasteurized, approved milk is equally desirable provided it is kept refrigerated until delivery. Soft curd milk produces a softer, finer curd in the stomach and is therefore more easily digested. Since all fresh milk must be boiled before use for artificial feeding, there is no advantage in paying a premium for soft curd milks. Vitamin D milk, containing 400 units to the quart, fulfills the baby's daily vitamin D requirement, but if the milk contains less than that amount cod liver oil or its equivalent must be provided also.

Should all these forms of fresh milk become unavailable in the course of a long war, evaporated or dried milk will probably always be available in this country. As a rule fresh, evaporated, or powdered milk is diluted with boiled water and reinforced with some form of sugar to provide sufficient caloric value.

Essential Supplements

NEITHER breast milk nor a cow's milk mixture,

however, can completely sustain the growing infant; such a diet induces vitamin or mineral deficiencies. The first supplements, therefore, should provide essential vitamins; the second, minerals; and the third, solid foods to balance the daily diet.

Will the war prevent adequate provision of these supplements? If so, how can we provide them in natural American-grown foods? Cow's milk contains about one-third the sugar content of breast milk; hence we must add some form of sugar, not to simulate breast milk but to meet the relatively high energy requirements of the infant. If an adult were to live on milk mixtures exclusively, he would require ten quarts of milk and two pounds of sugar daily. But sugar is more essential for infants than for adults.

Already there are restrictions on cane and beet sugar. Sucrose is a suitable form of carbohydrate for feeding many infants, but at best it cannot be used in as large amounts as can the maltose-dextrin mixtures that will not be rationed. Dextrimaltose is more expensive than corn syrup, but both are ideal milk modifiers. A tablespoonful of dextrimaltose is equivalent to one-half tablespoon of syrup in caloric and nutritive value. Milk sugar is barely sweet and so does not accustom the baby to the high degree of sweetness yielded by other sugars. Honey is a mixture of sugars with no special advantages and the signal disadvantage of upsetting allergic babies by its pollen content.

Although sugars for infants are abundantly available in various forms, carbohydrates, e.g., in bananas, are now relatively limited because of shipping losses. Infants with a tendency to loose stools may be offered banana powder or apple powder, which are still available in abundance. The use of starchy modifiers, such as barley flour and cereal gruel, will not be impeded by war restrictions.

Diet, Growth, and Supply

WHETHER the baby is breast fed or artificially fed, he will not be greatly affected by the war until he is weaned. The

THE baby's part in the national war effort—to grow and thrive and become first a sturdy, healthy child and later a strong and intelligent citizen—is explained and simplified in every phase by this, the second article in the new parent education study course "Babies in Wartime." Nutrition maintained at a high level of excellence even under severe wartime restrictions must play an important role in building and maintaining sound health for America's babies.

foods he needs after the sixth month of life, however, may be restricted.

Most important are the so-called protective foods, i.e., milk, butter, fruits, and green vegetables, the preservation of whose nutrients depends entirely on proper handling and refrigeration. If there is interference with transportation and distribution of these fundamental foods, the vitamin content will necessarily be depleted, and supplements may be necessary.

Dehydrated fruits and vegetables retain all their essential nutrients when processed but lose a good portion of them by the time they are purchased; consequently, they cannot be recommended for infants. This does not apply to milk—evaporated or powdered—because milk preservation has been perfected.

The Baby and the Budget

THE economical choice of nutritious foods on a highly restricted budget is an immediate difficulty; but expensive items are not always the most nutritious. Rich sources of vitamin A are: green leafy vegetables, spinach, kale, sweet potatoes, chard, liver, broccoli, prunes, yellow corn meal, green string beans, papaya, apricots; of vitamin B₁, bananas, tomatoes, peas, liver, peanut butter, ham; of vitamin C, canteloupe, pomegranate, broccoli, cauliflower, kale, spinach, strawberries, raspberries; and of vitamin G, prunes, kale, organic meats (liver, kidneys, etc.), avocados, peanuts, and wheat germ.

The more colorful the food throughout its interior, the richer the vitamin content; the more active the food in its own life course, the more saturated its vitamin content. For example, leafy vegetables are charged with vitamins in comparison with root vegetables; organic meats are superior to muscle meats in protein value. Nutritive value depends entirely upon chemical composition.

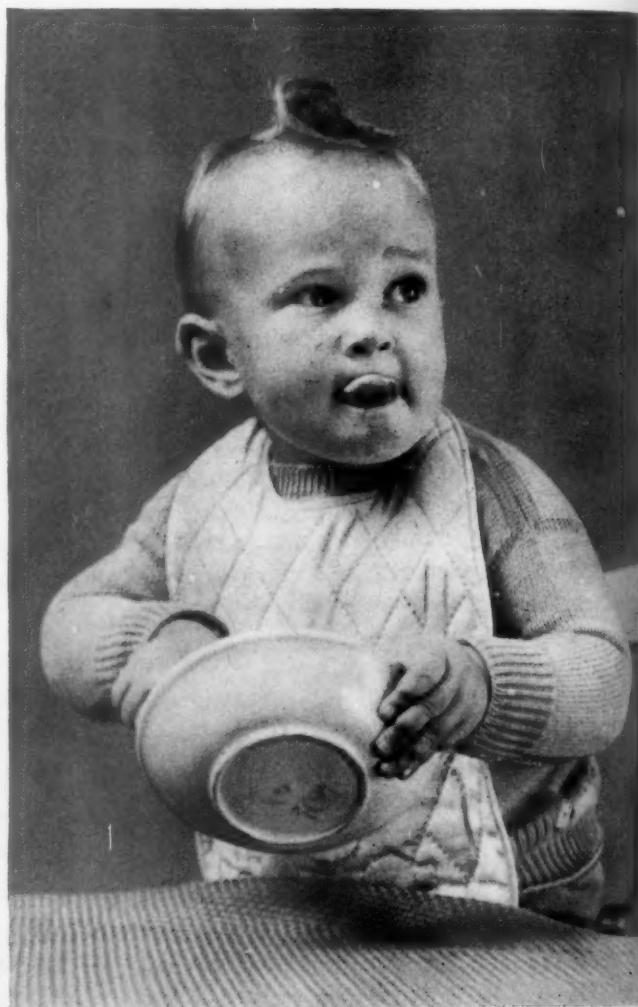
The greater the food restrictions, therefore, the greater the need for careful discrimination. Child health is best maintained by spending wisely, choosing protective foods, and cooking these foods properly.

A child of any age can live for many months on the following somewhat restricted daily diet: one pint of milk, one ounce of cheese, six ounces of fruit, some green vegetables, and a small serving of meat, fish, or egg. Appetite may be further satisfied by bread and butter with jam or fruit after each meal. But at this basic level a child must receive a teaspoonful of cod liver oil daily during the winter months. A basic diet after the first few months of milk feeding consists of at least one and a half pints of milk, one egg, four

ounces of vegetables, four ounces of fruit, two teaspoonfuls of butter, the juice of one orange or four ounces of tomato juice, and one teaspoonful of cod liver oil. Other foods are added for variety and energy, but they cannot replace the fundamental foods.

Parents should never decrease the supply of milk on any account; they should increase it, if possible. For meatless days, milk, cheese, fresh fish, and canned salmon are desirable substitutes. Butter shortage may be overcome by the use of vitaminized margarine. Meat shortage may be overcome by the use of organic meats, such as brains, kidneys, lung, liver, tongue, sweetbreads, and milt, which are rarely rationed.

Vitamins and minerals may be obtained in synthetic concentrates, as drops, pills, capsules, and the like, but at unnecessary cost; the grocer and the greengrocer have a greater store of vitamins and minerals than has the druggist. Some of the vitamins, especially A and D, must be supplied in part by fish liver oils, and vitamin B₁ must be taken occasionally in greater amounts than those provided by natural foods. Whatever the individual requirement, it is beneficial to know the natural deposits of vitamins.



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F E E D I N G S C H E D U L E S F O R N O R M A L I N F A N T S

Breast or bottle feedings offered at 6 a.m., 10 a.m., 2 p.m. and 10 p.m. Additional fluid foods offered between feedings at 8 a.m. and 4 p.m. Solid foods offered at 10 a.m., 2 p.m., and 6 p.m.

Age—Two Weeks

Breast feeding every 4 hours, or formula:
 Milk, 14 ounces
 Sugar, 2 tablespoonfuls
 Water, 6 ounces
 4 ounces every four hours
 5 feedings
 4 p.m., prune juice, 1 ounce, for constipation
 Cod liver oil, 3 drops, 3 times a day, before feedings
 Water, 2 ounces between feedings

Age—One Month

Breast feeding every 4 hours, or formula:
 Milk, 16½ ounces
 Water, 6 ounces
 Sugar, 2 tablespoonfuls
 4½ ounces every four hours
 5 feedings
 8 a.m., orange juice, 1 ounce of water
 2 p.m., gelatin, 1 teaspoonful
 4 p.m., prune juice, 2 ounces
 Cod liver oil, ½ teaspoonful
 3 times a day
 Water between feedings

Age—Two Months

Breast feeding every 4 hours, or formula:
 Milk, 19 ounces
 Water, 6 ounces
 Sugar, 3 tablespoonfuls
 5 ounces every four hours
 5 feedings
 8 a.m., orange juice, 3 ounces
 12 m., vegetable water, 2 ounces
 2 p.m., gelatin, 1 tablespoonful
 4 p.m., prune juice, 2 ounces
 Cod liver oil, 1 teaspoonful
 3 times a day
 Water between feedings

Age—Three Months

Breast feeding every 4 hours, or formula:
 Milk, 22½ ounces
 Water, 5 ounces
 Sugar, 3 tablespoonfuls
 5½ ounces every four hours
 5 feedings
 8 a.m., grapefruit juice, 2 ounces
 11 a.m., cereal, 1 tablespoonful
 12 m., vegetable water, 2 ounces
 2 p.m., gelatin, 1 tablespoonful
 4 p.m., prune juice, 2 ounces

Cod liver oil, 1 teaspoonful
 3 times a day
 Water between feedings

Cod liver oil, 1 teaspoonful,
 3 times a day
 Water between feedings

Age—Four Months

Breast feeding every 4 hours, or formula:
 Milk, 25 ounces
 Water, 5 ounces
 Sugar, 3 tablespoonfuls
 6 ounces every four hours
 5 feedings
 8 a.m., grapefruit juice, 3 ounces
 10 a.m., cereal, 2 tablespoonfuls
 2 p.m., vegetable, strained,
 2 tablespoonfuls
 4 p.m., prune juice, 2 ounces
 6 p.m., gelatin, 1 tablespoonful
 Cod liver oil, 1 teaspoonful,
 3 times a day
 Water between feedings

Age—Six Months

Breast feeding every 4 hours, or formula:
 Milk, 30 ounces
 Water, 5 ounces
 Sugar, 4 tablespoonfuls
 7 ounces every four hours
 5 feedings
 8 a.m., tomato juice, 3 ounces
 10 a.m., cereal, 3 tablespoonfuls
 2 p.m., vegetables, strained,
 3 tablespoonfuls
 Egg yolk (grated), 1 teaspoonful
 4 p.m., prune juice or water,
 3 ounces
 6 p.m., stewed fruit, 2 tablespoonfuls
 Cod liver oil, 1 teaspoonful,
 3 times a day
 Water between feedings

Age—Eight Months

Milk, 8 ounces every four hours,
 4 feedings
 8 a.m., fruit juice, 3 ounces
 10 a.m., cereal, 3 tablespoonfuls
 Bacon, 1 strip (crisp)
 Zwieback in hand
 2 p.m., vegetables, strained,
 3 tablespoonfuls
 Scraped beef, 1 teaspoonful or
 1 egg yolk (grated)
 Potato (buttered),
 2 tablespoonfuls
 6 p.m., vegetables, strained,
 3 ounces
 Stewed fruit, 3 tablespoonfuls or
 banana, 3 tablespoonfuls

Age—Ten Months

6 a.m., milk, 8 ounces
 8 a.m., fruit juice, 3 ounces
 10 a.m., cereal (buttered),
 3 tablespoonfuls
 One egg yolk (grated)
 Zwieback
 Milk, 8 ounces
 Vegetable water, 3 ounces
 2 p.m., vegetables (strained),
 4 tablespoonfuls
 Scraped liver, beef, lamb, or chicken,
 1 tablespoonful
 Potato (buttered), 2 tablespoonfuls
 Milk, 8 ounces
 4 p.m., vegetables, strained,
 3 tablespoonfuls; banana, 3 table-
 spoonfuls
 Milk, 8 ounces
 Cold liver oil, 1 teaspoonful, 3 times
 a day
 Water between feedings

Age—One Year

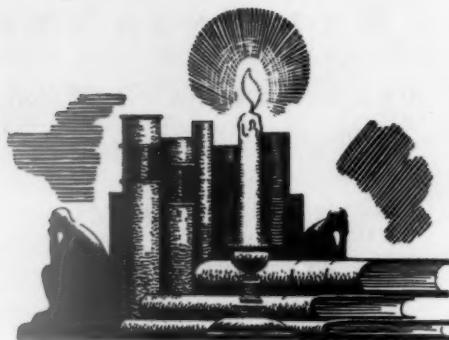
Breakfast
 Fruits, fresh or stewed,
 3 tablespoonfuls
 Cereal (buttered), 3 tablespoonfuls
 Egg, soft-boiled or coddled, or
 bacon, 1 slice
 Bread, toast or zwieback (buttered)
 Milk, 1 cup

Dinner

Vegetables, strained,
 3 tablespoonfuls
 Potato or rice (buttered),
 2 tablespoonfuls
 Scraped meat, 1 tablespoonful
 Stewed fruits, 2 tablespoonfuls
 Milk, 1 cup
 Fruit juices and water between
 feedings
 Cod liver oil, 1 teaspoonful before
 feedings

Supper

Vegetables, strained,
 3 tablespoonfuls
 Stewed fruit, 3 tablespoonfuls
 Bread, toast, or zwieback (buttered)
 1 slice
 Milk, 1 cup
 Fruit juices and water between
 feedings
 Cod liver oil, 1 teaspoonful before
 feedings



BOOKS in Review

THE FAMILY IN A WORLD AT WAR. Edited by Sidonie Matsner Gruenberg. New York: Harper and Brothers, 1942. \$2.50.

A GOOD many parents, on reading the article Pearl Buck wrote for the collection of papers by eminent authorities included in *The Family in a World at War*, will feel that she has set the keynote for all the other contributors.

"It is as important for us today to know what India thinks about England as it used to be to know the politics of a neighbor. In our children's lifetime we will see India and England either come to terms or to grief and in ways that will inevitably involve our children. It will not do to raise our children in a small tight compartmented world any more," she says. "Home ought to be a living unit in a living world, and not a hole into which to crawl to escape the realities of life."

The problem of the relation of the home to a world at war is attacked in this timely book from many points of view. We are dismayed to have Paul McNutt say that "out of the first million men examined, 150,000 were found unfit for military service because of physical disabilities, due directly or indirectly to malnutrition." But Louise Stanley gives us some down-to-earth suggestions on how to combat this state of affairs.

Very different needs of the individual are the concern of Lawrence Frank, who points out that owing to recent changes in our ways of living, "the family and marriage offer almost the last refuge for the individual to find recognition and opportunity for his unique personal fulfillment, especially of his emotional needs." Getting a grasp on that idea should intensify parents' efforts to make family life richly rewarding on the feeling side. This is confirmed by Eduard Lindeman's conclusion: that our democracy is "vulnerable because we have thus far found no satisfactory method of teaching people a sense of responsibility."

Evidences that our sense of high national purpose is bringing out dormant possibilities are to be found in Mark McCloskey's stimulating account of teamwork in meeting community war problems. The ways in which England's experi-

ence can aid us are given by Dr. Martha Eliot and Susan Isaacs. But it is in Dorothy Canfield Fisher's bold holding of the mirror up to the American woman that the greatest challenge lies. Her cool, clear analysis of the "busy work" that wastes the time of too many intelligent women of today will awaken a widespread response.

To reinforce Mrs. Fisher's challenge, Anna Wolf offers, in her piece on women and war jobs, very concrete pointers as to just how wives and mothers can make their best offering; while Mrs. Roosevelt, Caroline Zachry, and Howard Mcclusky conclude the book with a reminder of youth's needs, which cannot begin to be met or even understood except, as Mrs. Gruenberg puts it, "as fathers and mothers grow . . . along with the changing world."

Although space is too limited even to mention all of the twenty fine contributions, enough has been said to suggest what splendid material this book contains for the use of study groups as well as for individual readers.

—MARION L. FAEGRE
Institute of Child Welfare
University of Minnesota

THE QUESTIONS and problems involved in the adequate care and guidance of children and youth in time of war are so many and so urgent that it is thought advisable to add to this review a brief list of other significant publications:

Arlitt, Ada Hart: *Family Relationships*. New York: McGraw-Hill Book Company, 1942.
Allen, Frederick H., M.D.: *Psychotherapy with Children*. New York: W. W. Norton & Co., Inc.
Baruch, Dorothy W.: *You, Your Children, and War*. New York: D. Appleton-Century Company, Inc.
Strachey, Mrs. St. Loe: *Borrowed Children*. New York: The Commonwealth Fund.
Growing Up in a World at War. Chicago: The Institute for Psychoanalysis, 43 East Ohio Street.
To Parents in Wartime. Washington, D. C.: Children's Bureau, U.S. Department of Labor, Publication No. 282.
War Challenges the Family. Chicago: Association for Family Living, 220 South State Street.
Wieman, Regina Westcott: *The Family Lives Its Religion*. New York: Harper and Brothers.
Rickman, John, ed.: *Children in War Time*. The New Education Fellowship.

FINDINGS: NATIONAL CONVENTION

Health Safeguards their Future

NEVER have parent-teacher associations been faced with so great a challenge as is offered them today. Never have they had so great an opportunity to contribute to the welfare of America. It lies within their power to improve the health and morale of our civilian population and, by so doing, to improve the health and morale of our armed forces as well.

We are deeply concerned over the physical and mental defects that have been responsible for the rejection of so many applicants for military service. We are no less deeply concerned over similar defects observed in health examinations of some youth groups and even of some school children. These defects indicate a regrettable failure on the part of someone to prevent the development of avoidable handicaps in the earliest years of life.

In time of war there always comes a renewed realization of the importance of health and of its close relation to victory. The subject of health has special significance for our troops, who, of course, must be physically and mentally fit to fight and win the war. Of equal importance, however, is the health of our civilians, who must be fit to work to produce supplies for war and carry on the necessary civilian activities. The maintenance of health for the families of soldiers also is a signal contribution to the morale of our fighting men.

There are many approaches to this question of safeguarding national health, only a few of which will be discussed here. We are chiefly concerned with the health needs of America in relation to parent-teacher principles, policies, and programs. The National Congress of Parents and Teachers has a definite health program embracing all ages and all communities, and it is one that can well bear study at this time.

Parents and Teachers Take the Lead

IN THE findings of the national convention at San Antonio appears the following statement: "The necessary withdrawal of medical and nursing personnel into our armed forces has created an acute problem in many areas." This problem has become steadily more acute since the convention. It is one to which parent-teacher members should give serious consideration, with special reference to what they can do to help solve the problem. There are

few if any areas left where the shortage of physicians and nurses has not been felt.

Parent-teacher members have always been leaders, not only in their communities and states but in the nation. They now have an opportunity to make a definite contribution to the strength and security of America. And in their every effort they should keep constantly in mind the fact that we need not only to build up the health of the adults who fight the war or produce the needed supplies, but to safeguard the equally important health of our children, who will be the national leaders in the world of tomorrow.

Chronologically, the Summer Round-Up of the Children is our organization's first step in contributing to the national health during the parent-teacher year. This project should be considered more seriously than ever—not only for children who will enter school for the first time this fall but for children of all ages, especially while the war lasts. And, although it is late to consider organizing a Summer Round-Up at this time, it is not too late to concern ourselves individually with the health of our children. Are they ready to enter school? Are they free from defects? Are they healthy and strong? If not, we should do something about it now. Have we followed up the results of this year's Summer Round-Up by having the recommendations of the examining physicians carried out? If not, it is not too late to do something now.

STATING the planned objectives of the National Congress of Parents and Teachers in terms of health, education, recreation, conservation, and social welfare, the findings of the 1942 convention will be interpreted month by month in a series of articles contributed by leaders of the organization. Whatever has been learned in any of these fields will be made available to local parent-teacher leaders as they build for victory. It is hoped that the series will prove to be a source of constructive guidance in solving the many problems that confront all such workers today.

Accent on Prevention

OF PRIME importance in wartime is protection against communicable disease for children of all ages as well as for adults. Physicians are generally agreed that protection against whooping cough is best given at about six months of age, immunization against diphtheria at about nine months, and vaccination against smallpox at one year. These three diseases are hazards all over the United States, and other diseases, such as typhoid fever, should be prevented in areas where the danger of infection exists. It is also generally agreed that smallpox vaccination should be repeated when the child enters school, as the protection acquired in the first year of life may have disappeared. In addition, many physicians feel that either a Schick test to determine immunity against diphtheria or a "booster" injection of diphtheria toxoid should be given after five years, the latter to "boost" or increase any existing protective substances in the blood. These immunization procedures are all of special importance in wartime because of shifting populations and concentration in defense areas. Many of the industrial workers may have come from areas where protective treatment was not given.

Another statement in our national findings is: "Greater emphasis must be given to the older children, especially those of high school age." Too often the health of high school students is utterly neglected except in cases of obvious disease. As parent-teacher workers, we should assist the school authorities in setting up health programs for high school students. Tuberculosis becomes a disease of major importance at this age, and we should be sure, through the proper case-finding procedures, that tuberculosis is detected wherever it exists. If there is no school program of tuberculosis control, we should make such control an individual responsibility in our own families.

Prevention of venereal disease also is of major importance in wartime. Most states have definite programs for the prevention and control of venereal disease, which is, of course, a health hazard by no means limited to our armed forces. We should know what the venereal disease control program of our state or local health department is, and we should cooperate heartily in that program. Incidentally—and this is of great importance—the best method to control venereal disease and other communicable diseases and to build up a strong health program is to maintain a full-time health department. The parent-teacher association is urged to work with its local health department or to work for such a department if none exists.

Mental health, especially during war, must receive grave and particular attention. Parent-

teacher associations can do much in this direction. They can safeguard the emotional serenity of their own families and help to spread information among their friends and neighbors as to the importance of maintaining for every child as nearly normal a daily home life as possible. Understanding of the problems involved in mental hygiene requires special effort and special study.

It must never be forgotten, moreover, that mental health is essential to full physical well-being. Disturbances of the mind and of the emotions are often reflected in physiological disturbances. When the cause is discovered and corrected, these physical upsets will disappear.

Clearing Community Health Hazards

WE HAVE not mentioned the importance of adequate rest, balanced diet, wholesome recreation, and other hygienic necessities, as these topics are being thoroughly discussed everywhere today. We do wish to leave with parent-teacher members an urgent plea to consider the safeguarding of health, both in the family and in the community, a personal responsibility.

Earlier in the year there was great enthusiasm for first aid and home nursing classes. In some areas this enthusiasm has decreased, and we urge all parent-teacher members who have not participated in such classes to organize groups, secure qualified teachers, and prepare for any emergency through making the most of every such opportunity for specialized training. Even though no emergency may arise in the community, the knowledge secured through these classes will be of great benefit in case of an accident.

One may well say, "How can these measures be carried out, in view of the constantly decreasing numbers of doctors and nurses?" One answer to that question is that if these procedures are carried out there will be less ill health, fewer epidemics, and consequently fewer causes for medical care. To use every means possible to prevent disease and maintain good health—that is the challenge to every parent-teacher member. Also—it is our patriotic duty.

The children of today are the citizens of tomorrow, and tomorrow will bring the need of many adjustments to a world beset with changes. To meet these drastic changes our children will need every health safeguard we can give them, and sound health is one of the most important. This is a time when a slogan is permissible, and a good slogan for us may well be "Parent-Teacher Associations—All Out for Health!"

—LILLIAN R. SMITH, M.D., Chairman,
Committee on Health and Summer Round-Up,
National Congress of Parents and Teachers

Food — PATRIOT or SABOTEUR

THE patriotic citizen will follow the national nutrition program in his own choice of food and promote its observance in his community. He realizes that an optimum diet is important for a maximum output in war industries as well as for maximum fighting power in the armed forces. He asks, "Is your diet, and mine, patriot or saboteur?" We need to check, from time to time, our individual food choices against the standard daily food allowances of the National Nutrition Committee. These food allowances are set forth in the National Daily Diet,¹ which follows:

Glasses of milk, 3-4, 2; servings of meat, fish, cheese, beans, 1; servings of leafy green or yellow vegetables, one raw, 2; potato, 1; citrus fruit or tomato, 1; other fruit or fruit juice, 1; butter or reinforced margarine, 2 tablespoons; water, 6-8 glasses; cereal or bread (at least half to be whole grain or reinforced) is essential at every meal for a child and desirable for an adult; desserts, including candy, may be added.

Health at a Low Cost

How does your diet measure against this "yardstick of nutrition"? If it lacks some essential nutrient, make repeated testings until your average daily choices follow the national dietary allowances. Your change to the standard diet will make what you say about nutrition doubly convincing. Use this repeated "yardstick test" at home, in your clubs, and in your organization meetings. Get your local schools to interest every student in checking his diet. Secure from your state college copies of its nutrition check list for this purpose.

See that your family's diet is balanced according to the first Dietary Commandment—a quart of milk per child and a pint per adult per day; and according to Sherman's test for the Balanced Food Dollar: "Spend as much for milk and cheese as for meat and fish; and spend as much for fruits and vegetables as for meat and fish." Try the Lucy H. Gillett quick test of adequacy, which divides food money into fifths: one-fifth, more or less, for vegetables and fruits; one-fifth, or more, for milk and cheese; one-fifth, or less,

BENJAMIN R. ANDREWS

for meat, fish, and eggs; one-fifth, or less, for fats, sugars, and other staple groceries and food adjuncts; and one-fifth, or more, for bread and cereals on a low-cost diet, but less than one-fifth on a liberal-cost diet.

From your month's food bills you can quickly compute the cost of your family's food per person per day and compare these costs with the approximate average per diem food cost—about 35 cents per person per day for a low-cost diet, 53 cents for a moderate-cost diet, and 65 cents for a liberal-cost diet. Write for two folders from the Bureau of Home Economics, Department of Agriculture, Washington, D. C.: "Market Lists for Low-Cost Diets," and "Market Lists for Moderate-Cost and Liberal-Cost Diets." These standard market lists guarantee a balanced diet on any price level. Any cost of food materials that exceeds 65 or 75 cents per person per day may well be patriotically reduced to the level of the standard diet.

Probably forty per cent of the families in your community, no matter what they pay for food, are not following an optimum diet; they are suffering from "subclinical diet deficiencies," as Dr. Russel M. Wilder of the Mayo Clinic calls them—



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¹The numbers indicate the recommended minimum choices per day of the essential foods; if there are two numbers, the first is for a child's diet (not applicable to children below kindergarten age), and the second is for an adult's diet. Foods without a parenthetical number are nonessential foods.

deficiencies that are biochemical and not obvious to the examining physician. But these diet deficiencies are being registered in submaximum physical and mental functioning, nervous tension, and irritability.

Organizing the Campaign

THE community nutrition program is usually organized by a community nutrition committee under the state nutrition committee of the State War Council, aided by the Nutrition Division of the Office of Defense Health and Welfare Services, Washington, D. C. The Red Cross and other emergency classes in nutrition for adults and children form the fighting front in the nutrition campaign. This campaign will be aided by consumer information bureaus, which have been organized both by the office of Price Administration and by the Office of Civilian Defense. Programs of information on consumer goods (including foods) and on consumer prices are available from these bureaus.

A well-implemented program of nutrition in the public schools can in time enlist every citizen in the fight against national malnutrition. Experiments show that the classroom teaching of nutrition is effective if started in grade one and carried up through the grades and high school, and that the food habits of small children can be readily modified to conform to the proper standard.

The school nutrition program can be so planned that the whole community will be interested—boys and girls as well as adults. Parents can be reached especially well through the interests of their younger children. After the age of twelve years or thereabouts it is more difficult to change food practices. But older students will be interested in special classes; in camp and home cookery for juniors, for Boy and Girl Scouts; in scientific nutrition, meal planning, and preparation for senior students; in brides' courses for out-of-school young women about to marry (which may offer instruction to the young men as well!); in refresher courses for homemakers; and in nutrition and emergency cooking for Everyman's occasional home responsibilities.

The schools can also develop a food consultation service ready to aid in menu planning; in reducing cost; in feeding properly the infant, the child, and the aged; and in counseling managers of industrial lunchrooms and other mass feeding projects. The school luncheon can be an efficient nutrition-teaching as well as child-feeding enterprise, and parent-teacher groups must see that both purposes are achieved and that children are not deprived of needed food by carbonated

beverages and candy. The school that acts as the community's nutrition center will help to realize a great educational ideal; that, in time to come, the school staff in all departments will carry on adult education and advisory services, operative in two shifts, to serve all ages, at all hours, and in all needs that can be served by education.

War Complicates the Problem

A GOOD diet requires not only knowledge of essential foods but an adequate income to buy them. The increased incomes resulting from the war will be of no avail if the price level goes up as fast as wages increase or faster. Workers for better diet will, therefore, aid low-income families to seek work that increases their income, at the same time enlisting these families in the nation-wide campaign against inflation.

Any self-service by a family, such as household food production, valuably supplements the family's cash income. Many schools are therefore teaching the care of home vegetable gardens and other phases of food production. Home food production directed by education could guarantee an optimum diet to a large segment of our population, and the schoolhouse of the future, it is prophesied, will have ample garden grounds.

Are food prices right? Cooperation with dealers in watching price ceilings is a consumer responsibility. Cooperative food clubs and cooperative stores will probably increase during the war. Consumer experiments in buying milk more cheaply, the penny milk program, the provision of low-cost milk for relief, and the use of food stamps are good illustrations of the efforts that are being made to reduce distribution costs.

Relief diets express the community's conviction that inadequate income must not deprive any citizen of essential foods. Students should prepare meals based on relief schedules and repeat them at home. Such diets will form one basis for planning the national peacetime living cost.

The nutrition committee must survey its community's food needs, how they are being met and at what prices; if necessary, it must plan action based upon the facts. This is part of the nation's problem of providing, both now and after the war, a national minimum of food, clothing, housing, health, and other essentials of living for all our people. It calls for definition of goals and cooperation among governmental, industrial, consumer, and educational forces. As our own living standards rise again when peace comes, we may expect national plans to cooperate for better nutrition in other lands. What we do for better nutrition in our local community now is also a contribution to the future health of the world.

Around the Editor's Table

FOR over four decades the inspiring figure of Alice McLellan Birney has been conspicuous in the parent-teacher hall of fame. Born in 1858 into a social class whose tradition was an aristocratic one, Mrs. Birney was destined to rethink the then existing ideas of child welfare and to build her own enlightened objectives for childhood into the whole fabric of society. Because ideas can be extended only through acceptance and understanding by others, Mrs. Birney early shared her interest in the child with Mrs. William Randolph Hearst, an outstanding philanthropist of the day, and with others whose social vision, sincerity, and intensity matched her own. Although the final estimate of their efforts is still to be written, the story of how Mrs. Birney and her co-workers founded the parent-teacher association, as well as the practical consequences of their struggles, is familiar to parent-teacher members everywhere.

In 1907 the work of Alice McLellan Birney was done. At the time of her death great strides had already been made toward building a large membership. A number of leaders had emerged, ready to interpret the highest ideals that parents in a democratic society can hold for their children. But the woman who was the first to gather parents into a definite group was not forgotten. Indeed, the claim to this courageous woman has been restated by each succeeding generation of parent-teacher members. Leaders representing today's generation of parent-teacher workers, in addition to honoring Mrs. Birney's memory by fusing her ideals with the wider destinies of humanity, will meet on September 27 in Marietta, Georgia, where Mrs. Birney was born, to unveil a memorial to her. This memorial is a sun court. In it there are a marble sundial and benches, both of which were presented by the National Congress of Parents and Teachers. The floor of the sun court is paved with native stones, one sent by each of the state congresses.

THE dedication of the memorial will be more than a panorama in which an honored figure is hailed anew. True, it will represent appreciation of the past and of the results won during that past. But, more than that, the memorial will reaffirm the power and the purpose of the National Congress of Parents and Teachers to combine men and women for the protection and development of the nation's children. May those who give their services to child welfare today know once again that no force is ever lost that has once manifested itself mightily for good. May those who pass by the marble sundial, who sit on the benches surrounding it, find inspiration in the memory of a great woman who, according to the inscription on the memorial, made a great dream come true and planted a seed of faith from which has come the flowering of a new era of hope and promise to America's children. And finally, may Alice McLellan Birney herself continue to fulfill her high destiny as a leader of parents and teachers and as a constant inspiration in the progress of parent-teacher thought and action.

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NO MATTER what the conditions, America's interest in education can be neither stunned nor silenced. Keeping faith with the men who are fighting determinedly on the democratic front, John W. Studebaker, United States Commissioner of Education, recently summoned over five hundred leading educational officials to meet in

Washington, D. C., for a three-day institute on "Education and the War." Representing the National Congress at this institute and participating in the program were three vice-presidents: Mrs. P. B. Digby, Mrs. Emmet C. Stopher, and Mr. Howard V. Funk. The National Congress was also represented by one of its state presidents, Mrs. Burtis E. Dresser of Massachusetts.

Educational needs related to the war effort were disclosed in a statement developed at the institute by a special committee of which Mr. Funk is a member. Some of these needs are listed here.

I. Curricular programs to provide for:

- a. Courses in arithmetic, algebra, geometry, general mathematics, and in some cases trigonometry, in which many of the problems will be drawn from aviation, navigation, mechanized warfare, and industry.
- b. Courses in industrial arts related to war needs.
- c. Revised social study courses to give a knowledge of war aims and issues, with actual experience in community undertakings.
- d. Unit pre-flight courses as outlined by the armed forces in the larger schools.

II. Extracurricular programs to provide for:

- a. School lunches based on special attention to proper nutrition for the child.
- b. Student councils and similar organizations to give training to students in the American way of life.

III. Health services to provide for physical fitness programs to increase the bodily vigor of youth.

IV. Community service programs to provide for:

- a. Promotion of salvage drives, home assistance, farm labor, home gardens, and other community undertakings.
- b. Cooperation with other community agencies in lessening juvenile delinquency, which increases as homes become broken or disrupted through military service, employment changes, or other causes.
- c. Assistance and understanding in consumer buying.
- d. Library facilities to make available materials and services that will enable the people to make intelligent decisions on war and postwar issues.

A complete record of the discussions bearing on these educational needs and their relationship to the war effort will be a part of the Handbook to be given nation-wide distribution shortly.

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FORWARD WITH BOOKS, the slogan of last year's Book Week, has been held over to serve again as this year's theme, so clearly does it express the nation's literary mood. The *National Parent-Teacher*, as part of its observance of this nation-wide celebration, will present a list of the best current books for children. This list is now being prepared by May Lamberton Becker, eminent editor of juvenile literature. For this same occasion Mrs. Becker is writing an article on children's books in wartime England. What Mrs. Becker thinks of these books is strongly hinted at in a letter written to the editor. "There are, for instance, three charming picture stories in which the hero is a barrage balloon, a fat, funny creature with such a friendly face. There is also a history of the United States with pictures in four colors that sells for ninepence, 18 cents in our money!"



Frontiers



Victorious Cooperation. The parent-teacher association in Idaho, mindful of its great responsibility in the present crisis, has been striving valiantly to maintain Idaho's schools at an unbroken standard of efficiency, and recently, in Boise, it has won a signal victory.



It is the custom each year in the state's independent school districts, of which Boise is one, to request the voters to endorse a tax levy for maintenance and operation of the schools.

All during the year the school officials had done everything possible to keep the budget within the limits of wartime economy; one principal had willingly reduced his own salary that some of his teachers might receive an increase. And in spite of rising prices and increases in overhead operation, no increase of the tax levy was asked for.

On the morning the polls were to open, one of the newspapers carried an article with this headline: "Defeat of School Levy Asked." The article quoted one of the members of a civic organization as having charged that too much money was being spent by the schools. True, farther on in the article the statement was made that no additional levy had been requested, but this statement was inconspicuous and by no means counteracted the effect of the headline.

Knowing that to many readers the headline is the story, Boise school officials and educational leaders recognized this article as a challenge. A call went forth for help from the parent-teacher council of the city, which responded immediately. Local officers and members launched an intensive educational and informational campaign among citizens and friends, explaining the purpose of the election and the urgent need to get out the vote. When the results were tabulated, almost as many votes had been cast to defeat the levy as the total number of votes usually cast; but the votes in favor of the levy had carried with an eighty-three per cent majority!

This result is a striking testimonial to the ef-

fectiveness of parent-teacher cooperation. By urging the citizens to remember that children are the hope of America and deserve the best educational opportunities, the Boise parents and teachers achieved an outstanding result.

—ELDORA J. MAUGHAN

Accelerated Short Course. Streamlining their ninth annual short course in parent-teacher leadership, the Florida Congress and the University of Florida this year concentrated into three days' emergency training a course designed to help local units take their place in the war program. In past years the short course has usually run four full days.

Two feature speakers were presented: Mrs. Garry Cleveland Myers, associate editor of CHILDREN'S ACTIVITIES, who gave a general lecture series on "The Family in the Wartime Community," and a class series on "Children in Wartime," and Dr. Kathryn Abbey Hanna, formerly head of the department of history and political science at the Florida State College for Women, whose timely and comprehensive topic was "The Problems of International Reconstruction."

At the request of the advisory committee, Dr. Hanna conducted, in connection with her series of four lectures on reconstruction before the general assembly, two workshop sessions, to which were admitted only students who had attended at least two previous short courses.

The purposes of the workshop were: (1) to evaluate the place of the United States in the world picture, with consideration of problems that probably will arise in the attempt to formulate the peace; (2) to clarify and emphasize important points covered in the general sessions; (3) to discover the significance of these problems to members of the parent-teacher association; (4) to outline a procedure for relaying the materials to local units; and (5) to suggest action that might be taken by local units toward building an enlightened public opinion.



There was unanimous conviction that the experiment had been successful in stimulating independent and constructive thinking in a field of great current importance. A reference library was set up in connection with the short course, and there was unprecedented borrowing of all books containing background material. Members of the University extension staff expressed the belief that the P. T. A. reconstruction workshop represented a new departure in short course teaching technic. Parent-teacher members who attended the workshop were enthusiastic about it. "Advanced" P. T. A. students participated in the workshop; those who were comparative newcomers to the short course studied parent-teacher organization and technics, with special reference to war activities, under the leadership of Congress officials.

Despite grave transportation problems—gasoline rationing, tire shortage, crowded bus and train facilities—and disturbed personal and family situations due to war conditions, there was an attendance of slightly more than four fifths of the maximum attendance of last year.

—EDITH MCBRIDE CAMERON and
ALMA GIBBS

Big Little Town. The village of Enterprise, Louisiana, is located on the banks of the beautiful Ouachita River, many miles from railroad and highway. Picturesquely, many of the children come to school in boats provided by the school board!

 Several years ago this small community organized a parent-teacher association, which has proved itself a guide and an inspiration to both civic and social life in the community. Every winter there is a study group, which provides entertainment and education for the adults of the community. This group meets one evening each week and is led by one of the men members, who uses one of the study courses in the *National Parent-Teacher*. Part of each evening is given over to singing.

With the cooperation of the school officials and undaunted by the limited resources of the community, the P. T. A. workers launched a school lunch project. They aided in raising the additional two cents per day per child to supplement the aid furnished by the state. Volunteer workers built tables, benches, and cabinets for the lunchroom. A hot water heater and good plumbing were installed.

To supply fresh meat, different citizens donated pigs, which were fattened on scraps. Nearly all the canned vegetables used were put up by the women of the community. Conservation was and is the rule of the day; as soon as a can is emptied

it is washed, dried, filled with paper to prevent rusting, and put away to be used again.

Attractive curtains were bought and hung, adding to the inviting appearance of the room.

During the summer, volunteer workers under the direction of the agriculture teacher and the principal's wife meet weekly to can vegetables contributed to the lunchroom.

The school principal reports that most of the children have shown an increase in weight and that there is a decided increase in daily attendance since the inauguration of the lunchroom.

This is a small group. But through its concerted efforts a social life has been provided for the village and a school lunch project has been founded that will provide nourishing, palatable food for the school children of the community, helping to build strong, healthy citizens.

—KATE M. COX

Recreation Project. During the past three years, hundreds of children in the schools of Saratoga Springs have been able to enjoy free skating at well-cared-for rinks as a result of a project sponsored by the parent-teacher association of that city. It was felt that the rinks would provide healthful and suitable recreation for children and would also safeguard them against the hazards of skating and tobogganing in icy streets and down dangerous hills. Moreover, until the P. T. A. stepped in there was a charge for skating in the city, which was prohibitive to many children.

Mrs. Walter A. Britten, president of the association, interested various owners of suitable vacant plots and enlisted the support of the public works department of the city to flood and light the rinks. In the past year five rinks were established, caring for children in all sections of the city.

One of the rinks has been used as a playground during the summer. At two of them parents skated with the children, organizing games and entering into the sports.

The skating weather the first year was splendid, and it was estimated that the rinks were used by several hundred children. During the current summer the public works department has been placing the rinks in condition by leveling and grading them for better flooding.

The physical education supervisor in the grade schools, cooperating with the P. T. A., arranged a skating meet for all schools, with prizes amounting to \$20 in war stamps. The supervisor also has used the rinks in the vicinity of each school for part of the in-school physical education program, with outstanding success.

The P. T. A., the board of education, and the community in general have agreed that the project has increased the health, happiness, and safety of all the children in the community.

—MARGARET M. DIER

The Arkansas Community School Program. For a number of years Arkansas has been engaged in a systematic program for the improvement of instruction in the public schools of the state. This program has been a cooperative one, with the P. T. A. and other organizations and individuals participating. During the past two years it has emphasized the importance of better utilization of community resources in the rural school curriculum.

This emphasis on the community—on an individual school program—is designed to motivate pupil learning and at the same time to improve community life. For example, one of the projects chosen by pupils, teachers, and patrons in several communities is home and community beautification. It was agreed that the skills needed to accomplish this work, which includes cleaning up, landscaping, painting, and home decoration, should be taught in the school and discussed in meetings of out-of-school groups.

The school personnel agreed to take the lead. Representatives from some of the school faculties attended the community-school workshop at the University of Arkansas. Certain responsibilities were outlined for certain grade levels, and units of work were designed to carry out the objectives. Other responsibilities were delegated to school and community organizations. A suggested plan for securing the interest and cooperation of all



community agencies was formulated. All these plans are now being reviewed and revised by representative community groups, and a start is being made on the actual program.

The community beautification program represents only one type of community activity. Others are improvement of community health, community recreation, school improvement, and the improvement of community social life. Plans similar to those described for the beautification program have been made to meet these problems, with opportunities for both children and adults to participate in all programs.

A large share of the responsibility for planning and initiating the community-school program in Arkansas rests with the teachers and the school administrators. Consequently, a number of activities designed to acquaint school and community leaders with the problems involved have been carried out this past year. These activities include: (1) community-school program planning conferences; (2) state-wide educational conferences on community-school development programs; (3) visitation-study trips to outstanding community-school centers in this and other states, made by school board members, teachers, and teachers' college faculties; (4) short courses and extension classes on community-school programs; (5) a community-school workshop at the University of Arkansas; (6) a community-school study course for Negro teachers at Marianna; and (7) demonstration classes at teachers' colleges.

These several activities have brought about a consciousness of a need and an interest in meeting the need for a better utilization of community resources in the public schools.

—ROY W. ROBERTS

WE ARE bound together because of our love for children and because we have learned to appreciate the strength that lies in unity of purpose and coordination of effort. We know the importance to our national life of safeguarding all children the country over. We know that the promise of democracy cannot be realized until all children are given equal opportunities for self-development; until all enjoy the inalienable right to life, liberty, and the pursuit of happiness . . .

And now war makes our obligation to children greater than it has ever been before. Today there are graver hazards than any we have known, and from these we must protect our children. Physical danger, emotional strain, and exploitation and neglect of children are grim and unrelenting partners of every war. We must enlist an increasing number of men and women, parents and teachers, to combat their menacing advance . . .

Now Therefore: I, Virginia Kletzer, president of the National Congress of Parents and Teachers, do hereby designate the month beginning October 1 as Membership Enrollment Month, and I earnestly request that every unit and every member of the National Congress of Parents and Teachers make known the opportunities for service to American childhood and youth in our home front army, to the end that our ranks may be augmented and made stronger to achieve our highest goals . . . And to this proclamation I have set my hand and the seal of the National Congress of Parents and Teachers.

—VIRGINIA MERGES KLETZER, President, National Congress of Parents and Teachers (*from Membership Proclamation*)

Parent-Teacher Study Course Outlines

Study courses directed by ADA HART ARLITT

AMERICA PITCHES IN

Article: WHAT YOU CAN DO — By Ada Hart Arlitt. (See Page 4.)

I. Pertinent Points

1. Parents have a more significant contribution to make now than at any other time in the history of the United States. The morale of the nation depends upon the morale of each individual home. Homes that are economically efficient, emotionally steady, and educationally far-seeing mean everything, not only to the United States but to the world.
2. The war will be won not only by guns, tanks, munitions, and fighting men, but by the families of America. And the family includes the child!
3. Children who assist the war effort, making America real contributions, are not only helping now but learning to feel much more strongly about the country in which they live and the form of government that has given their country its happiness, its success, and its high place in the community of nations.

II. Questions to Promote Discussion

1. How can parents protect their children from unnecessary fear, emotional strain, and distortion of the ordinary affairs of child life?
2. What are some avenues of help in the war effort for (a) children from two to five years of age, (b) school age children, and (c) adolescents?
3. What are some of the principal differences in the methods suitable for approaching this subject with children of each of these three age levels?
4. What are some of the ways in which family tension can be avoided?
5. How can parent-teacher associations help homes to meet war conditions?

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BABIES IN WARTIME

Article: HOW WAR AFFECTS THE BABY'S FOOD — By I. Newton Kugelmass, M.D. (See Page 24)

I. Pertinent Points

1. Healthy babies will help to win the war and the peace that follows. Sickly children mean worried parents and, later, less efficient students and citizens. Our children must eventually take over the responsibilities of democracy.
2. Now that there is so much stress on feeding children, a word of caution is in order with regard to overanxiety about occasional lapses in appetite. A positive attitude, good eating habits, and the "clean plate" are important, but worry should be avoided.
3. Substitute foods given under the doctor's care and by the doctor's advice may be made just as palatable and just as interesting as are the accustomed foods. There should be no experimentation with substitutes, however, which should be used only under the direction of the child's physician.

II. Questions to Promote Discussion

1. What are some nutrition problems that face the mother of the young child?
2. How far may the use of substitutes affect the mother's and the child's attitude toward eating?
3. In caring for young children, what are some ways of establishing good food habits and good mental attitudes toward meals?
4. How may the parent-teacher association work with the community to see that every child is well fed?
5. What are some community projects that parent-teacher associations may undertake in regard to child feeding, particularly as concerns the children of workers in defense plants?

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MOTION PICTURE PREVIEWS

To help parents to use these Motion Picture Previews more intelligently in selecting films for the family, we print the following analysis of our audience suitability ratings, as made by Mrs. Howard Ray, motion picture chairman, Sixth District, California Congress of Parents and Teachers:

"Young people should be encouraged to see the best films within their mental and emotional ability to comprehend and appreciate. Children should gradually grow up to the ability to see 'adult' films of high quality. The classifications are defined as follows:

JUNIOR MATINEE—A film that is not likely to upset the normal child under fourteen years of age and is, therefore, safe to be seen by the child unaccompanied by an adult.

FAMILY—A film containing material that is beyond the abilities of the average child under fourteen unless he is with an adult to whom he can turn for interpretation and discussion. Also, many films are rated 'Family' because they are too exciting for the nerves and emotions of younger children.

ADULT—Our best and our worst films tend to fall into this classification. A particular film may be beyond the interest range or grasp of the average child, or the fundamental ethical values presented in a particular story may be questionable. The first type of film may offer much to a child if he is equal to the intellectual or emotional strain involved.

"Each parent must take the responsibility of knowing fully the content of an 'adult' film, before making the decision that it is suited to his child."

Film evaluations usually cover three basic points, and these should be considered by the parent before he decides to permit his child to see a picture: (a) story content; (b) ethical soundness; and (c) artistic quality. The last two points are closely interrelated.

Therefore, to obtain the maximum value, parents should carefully study the review itself and note the adjective under the age range. This will insure a well-rounded judgment.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE (From 8 to 14 Years)

Here We Go Again—RKO. Direction, Allan Dwan. A refreshing, entertaining little picture, with an amusing story and with most of the cast appearing as themselves. Fibber McGee and Molly go to an expensive resort to celebrate their twentieth wedding anniversary. There they meet Edgar Bergen, with Charlie McCarthy and Mortimer Snerd, The Great Gildersleeve and Cadwalader, and together they turn into a financial success an experiment that seemed to be doomed to failure. The photography is excellent, the singing pleasing, and the musical effects are tied in cleverly with the comedy. Cast: Edgar Bergen, "Charlie McCarthy," Jim Jordan, Marian Jordan.

Adults	14-18	8-14
Amusing	Amusing	Amusing

Iceland—20th Century-Fox. Direction, Bruce Humberstone. Spectacular, buoyant, and set in Iceland among the Marines, this lively romance, with Sonja Henie more vivacious and charming than ever, only very lightly touches the present strategic conditions. Although at times the story becomes adult, there is much light and amusing comedy, which, combined with the artistry of the delightful little star, is highly entertaining for all ages. Costumes and sets are beautiful, and there is more than usual of the imitable skating. Cast: Sonja Henie, John Payne, Jack Oakie, Felix Bressart.

Adults	14-18	8-14
Entertaining	Entertaining	Entertaining

Seven Sweethearts—Metro-Goldwyn-Mayer. Direction, Frank Borzage. A Dutch tulip festival in a quaint "Little Holland" in America is the picturesque setting for this delightfully entertaining social drama featuring the romances of seven sisters, with emphasis upon that of the youngest. The widower father, keeper of a hotel, favors the eldest daughter and has decreed that none may marry until she has found a husband. In consequence, each new man is regarded, by the others, with keen interest and anticipation. Cast: Kathryn Grayson, Van Heflin, Marsha Hunt, Cecilia Parker.

Adults	14-18	8-14
Excellent	Excellent	Excellent

FAMILY

Between Us Girls—Universal. Direction, Henry Koster. Exhilarating light social comedy, well produced and brightly acted. Diana Barrymore is charming and versatile and has excellent support in the able cast. As a young actress on a brief visit to her mother, she masquerades as the child her mother's suitor expects her to be. Cast: Diana Barrymore, Robert Cummings, Kay Francis, John Boles.

Adults	14-18	8-14
Amusing	Amusing	Probably Amusing

Cairo—Metro-Goldwyn-Mayer. Direction, Major W. S. Van Dyke II. A parody on espionage, with many loose ends, some good acting, and a little singing. Adventures of a newspaper man, in search of a "story," who, meanwhile, acts as butler to a Hollywood cinema star, who is singing in Cairo. Cast: Jeanette MacDonald, Robert Young, Ethel Waters, Reginald Owen.

Adults	14-18	8-14
Fair	Fair	Little interest

One of Our Aircraft Is Missing—British National—Archers—A. Korda. Direction, Michael Powell and Emeric Pressburger. A well-produced war drama, with a simple yet gripping story that carries through to the end without tragedy or horror, yet is never lacking in suspense. An English bomber crew, returning from a raid on Nazi-held Holland, is forced to bail out when the engines fail. The events leading to their escape from the enemy country are interestingly presented. Cast: Godfrey Tearle, Bric Portman, Hugh Williams, Bernard Miles.

Adults	14-18	8-14
Good	Good	Exciting

Sherlock Holmes and the Voice of Terror—Universal. Direction, John Rawlins. This suave, invincible detective now clashes with Nazi saboteurs and foils an attempted invasion of England. The story is Sir Arthur Conan Doyle's "The Last Bow," and the acting is good. The "voice" of the picture title has to do with a mysterious radio broadcast from Berlin, so timed as to coincide exactly with acts of sabotage. Cast: Basil Rathbone, Nigel Bruce, Evelyn Ankers, Reginald Denny.

Adults	14-18	8-14
Good of the type	Fair	Unsuitable

The Young Mr. Pitt—Gaumont British—20th Century-Fox. Direction, Louis Levy. This British documentary film is exceptional, and its theme is timely. It makes the England of our colonial era live again, in all its struggles, corruptions, mistakes, ideals, and triumphs. It also emphasizes the close kinship of Britishers and Americans in language, religion, and standards. The dialogue is at times challenging in its subtle depth and humor. The historical settings and the old costumes and customs are convincingly real, and the cast is well selected, with Robert Donat giving an outstanding performance. Cast: Robert Donat, Geoffrey Atkins, Jean Cadell, Robert Morley.

Adults	14-18	8-14
Excellent	Excellent	Mature

Desperate Journey—Warner Bros. Direction, Raoul Walsh. A combination of the Robin Hood theme and wishful thinking, this thrilling adventure story, told against a realistic present war background, is excellent entertainment for those who do not demand, in their pictures, a foundation of probability. Because of the "tongue-in-cheek" touch given it by the director, the tense situations lack the horror they would otherwise inspire. The casting for types is excellent, and the characterizations are finely drawn. The story is of a group of RAF flyers, forced down in Nazi-occupied Poland, and of their efforts to get back to England. Cast: Errol Flynn, Ronald Reagan, Nancy Coleman, Raymond Massey.

Adults	14-18	8-14
Entertaining	Entertaining	Too tense

Escape from Hong Kong—Universal. Direction, William Nigh. Fairly entertaining espionage melodrama—a bit slow and at times impossible as to story, but with well-mixed comedy and suspense. A vaudeville trio of American sharpshooters in the Orient become involved in an Axis plot. Cast: Don Terry, Leo Carrillo, Andy Devine, Marjorie Lord.

Adults	14-18	8-14
Fair	Fair	Mature

Highways by Night—RKO. Direction, Peter Godfrey. This unpretentious but diverting social drama, based on Clarence Budington Kelland's story "Silver Spoon," has a good cast and adequate production. A diffident young man, heir to millions, becomes involved with the operators of a trucking racket, develops a new sense of values, and finds romance. Cast: Richard Carlson, Jane Randolph, Jane Darwell, Barton MacLane.

Adults	14-18	8-14
Diverting	Diverting	Mature

Priorities on Parade—Paramount. Direction, Albert S. Rogell. A light musical comedy with entertaining song and dance numbers, but not always in good taste and decidedly improbable in situation. The members of a swing band become defense workers and also use their band to entertain Uncle Sam's factory employees. The casting is good, and some of the sets for the specialty acts are especially clever, but, as a whole, the story is a rather cheap vehicle for the patriotic theme, although there are constructive elements. Cast: Ann Miller, Johnnie Johnston, Jerry Colonna, Betty Rhodes, Vera Vague.

Adults	14-18	8-14
Fair	Fair	Mature

Wake Island—Paramount. Direction, John Farrow. This epic of the Marines in World War II is a factual record of the treacherous, overwhelming attack, by the Japanese, on this totally unprepared American island in the Pacific, and as such it is patriotically inspiring. The acting is sympathetic and absolutely convincing, and the musical background and sound effects intensify acutely the terrific impact of war. The picture presents the repeated bombardments of Wake Island and its desperate—though futile—resistance, and, although vividly photographed, it tends to avoid harrowing close-ups. Cast: Brian Donlevy, MacDonald Carey, Robert Preston, William Bendix.

Adults	14-18	8-14
Tense	Tense	Too tense

The War Against Mrs. Hadley—Metro-Goldwyn-Mayer. Direction, Harold S. Bucquet. Excellent cast, direction, and photography; unusual, understanding study of feminine types; many serious and timely situations accented by delightful comedy. The interesting story is of socialite Washington and its reaction to the events of December 7, 1941. Cast: Edward Arnold, Fay Bainter, Richard Ney, Jean Rogers.

Adults	14-18	8-14
Entertaining	Entertaining	Mature

Wings and the Woman—RKO-Radio. Direction, Herbert Wilcox. A historical representation of a series of momentous events in the story of British aviation. Specifically it is the sincere life story of Amy Johnson, first solo flyer to Australia, who blazed the trail of the airways for the millions of women who are now members of England's Air Transport Auxiliary. Anna Neagle, in the leading role, is superb. The director displays a fine sensitiveness in the characterizations and, having been a combat flyer in World War I, gives technical excellence to the flying scenes. The picture was filmed in Denham, England, when German bombardments were heaviest. The photography is beautiful, and the stirring musical score is magnificently presented by the London Symphony. Cast: Anna Neagle, Robert Newton, Edward Chapman, Joan Kemp-Welch.

Adults	14-18	8-14
Inspiring	Inspiring	Possibly

A Yank at Eton—Metro-Goldwyn-Mayer. Direction, Norman Taurog. This well-cast, well-directed comedy drama, with the interesting background of Eton and the English countryside, vividly contrasts the English and American characters and also their customs and methods of education. Self-sacrifice and the glory of the school and of loyalty to its ideals are stressed, and the repeated singing of the Eton Boating Song is dramatically effective. The story concerns the transplanting of an American boy to England and the difficult adjustments involved. Cast: Mickey Rooney, Edmund Gwenn, Ian Hunter, Freddie Bartholomew.

Adults	14-18	8-14
Good	Good	Mature

ADULT

Invisible Agent—Universal. Direction, Edwin L. Marin. Starting out as a serious espionage drama, this picture becomes, in turn, melodramatic, farcical, and slapstick. A scientific discovery for making human beings invisible is made use of in the case of a young American who goes into Germany to obtain information valuable to the Allies. There are some extremely disagreeable scenes of torture and cruelty, and the treatment is unsuitable for the serious subject. Cast: Ilona Massey, Jon Hall, Peter Lorre, Sir Cedric Hardwicke.

Adults	14-18	8-14
Fair	Not recommended	No

Journey Into Fear—Welles-RKO. Direction, Norman Foster. Intrigue and melodrama produced with the Orson Welles artistry and finesse. The story background is the present war, and the chief personality is an engineer who has just completed an assignment in Russia. His life is imperiled by Nazi agents, the object being to delay a specific project concerning which he is returning with reports to United States officials. The action starts in Turkey and continues on a cattle boat in the Black Sea. The realistic atmosphere of unrest, danger, and threatened disaster seems to have been captured in unusual degree and imparts a tense and eerie suspense throughout. The characterizations, even of the unnamed players, are excellent. Cast: Joseph Cotten, Dolores Del Rio, Ruth Warrick, Agnes Moorehead.

Adults	14-18	8-14
Somber	Not recommended	No

Just Off Broadway—20th Century-Fox. Direction, Herbert I. Leeds. Fairly entertaining murder melodrama, of interest to those who follow this series. Michael Shayne, juror in a murder case, prowls for evidence and clues by night (accompanied by a girl reporter), in direct violation of a juror's duty. Cast: Lloyd Nolan, Marjorie Weaver, Phil Silvers, Janis Carter.

Adults 14-18 8-14
Fair Not recommended No

Now, Voyager—Warner Brothers. Direction, Irving Rapper. Excellently adapted from the novel by Olive Higgins Prouty and acted with rare artistry and convincing realism, this social drama is absorbing entertainment. Bette Davis's performance ranks with her best, and there is a strong supporting cast. The story is of an unwanted daughter, born to a middle-aged mother, and of the vicious parental errors of judgment that almost forced an intelligent, talented young woman into insanity. The conservative New England atmosphere is remarkably portrayed, the musical background is always in keeping, and there is a liberal use of symbolism. Cast: Bette Davis, Paul Henreid, Claude Rains, Bonita Granville.

Adults 14-18 8-14
Absorbing Mature No

Somewhere I'll Find You—Metro-Goldwyn-Mayer. Direction, Wesley Ruggles. A sophisticated love drama, with some forceful and timely war sequences. Beginning in slow tempo, it is gradually accelerated to a tense, dynamic ending. The acting is good, the settings are intriguing (especially the oriental interiors) and the photography is vivid. The story centers about two war correspondents (brothers) and a girl reporter, and the action concerns itself with the complications that war and love bring into their lives. Cast: Clark Gable, Lana Turner, Robert Sterling, Patricia Dane.

Adults 14-18 8-14
Entertaining Mature Too tense

Top Sergeant—Universal. Direction, Christy Cabanne. This melodrama, in which a murderer joins the Army to escape the FBI, and carries on in that setting, seems most objectionable at this time. However, the United States Army training groups in sham maneuvers, which highlight this drab picture, are both entertaining and instructive. Cast: Leo Carrillo, Andy Devine, Don Terry, Elyse Knox.

Adults 14-18 8-14
Fair Not recommended No

The Big Street—RKO-Radio. Direction, Irving Reis. Excellently adapted from Damon Runyon's story "Little Pinks," this psychological character study, although not pleasant, is interesting entertainment. The two leads are well cast and sincerely played. A simple, lonely bus boy worships, from afar, a thoroughly selfish, disagreeable cabaret dancer, until circumstances place upon him the entire responsibility of her, as a penniless, crippled paranoiac. All this he cheerfully renders as due to "her highness," demanding and receiving nothing in return. Lucille Ball, as the dancer, stays completely in character and at no time bids for sympathy. Henry Fonda gives one of his best performances. Cast: Henry Fonda, Lucille Ball, Barton MacLane, Eugene Pallette.

Adults 14-18 8-14
Interesting Mature No

Give Out, Sisters—Universal. Direction, Edward F. Cline. The Andrews Sisters entertain with their singing, some talented young people dance pleasingly, and a light, humorous story sustains interest. A young heiress joins a dancing class without the consent or knowledge of her three old maid aunts, which causes complications when the class (of which she is the star) is booked for a try-out as night club entertainers. The picture, however, is unethical, since deception plays a large part in the plot, and ridicule supplies much of the comedy. Cast: Andrews Sisters, Grace McDonald, Dan Dailey, Jr., William Frawley.

Adults 14-18 8-14
Fair Possibly Not recommended

The Glass Key—Paramount. Direction, Stuart Heisler. Murder melodrama, well acted but unpleasant and at times brutal. The story concerns a reform candidate for governor who has an irresponsible daughter and a worthless son to complicate his career. The crime is plotted in detail and, as presented, seems easy of accomplishment. Cast: Brian Donlevy, Veronica Lake, Alan Ladd, Bonita Granville.

Adults 14-18 8-14
Fair Not recommended No

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BONARO W. OVERSTREET, author of *Brave Enough for Life* and of many inspiring and helpful articles that have appeared in the *National Parent-Teacher*, approaches the urgent problems of national life today from a double viewpoint—that of the poet and that of the builder of youth. Mrs. Overstreet has become known the country over as an interpreter of American ideals.

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M. THOMAS TCHOU, former secretary to Generalissimo Chiang Kai-shek of the Chinese Army, is a man of many talents. He is an accomplished linguist, one of China's foremost painters, and a lecturer widely known for his brilliant and incisive addresses on world affairs. Colonel Tchou is the founder of the World Citizens Movement, which has met with an excellent response.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. Howard J. Maughan, President, Idaho Congress; Mrs. L. H. Gibbs, President, Florida Congress, and Mrs. Edith McBride Cameron, University of Florida; Mrs. Fagan Cox, President, Louisiana Congress; Mrs. Avery J. Pratt, President, and Mrs. Hilton H. Dier, Director, Adirondack District, New York Congress; and Mrs. R. V. Hall, President, Arkansas Congress, and Roy W. Roberts, State Coordinator of In-Service Teacher Education.